

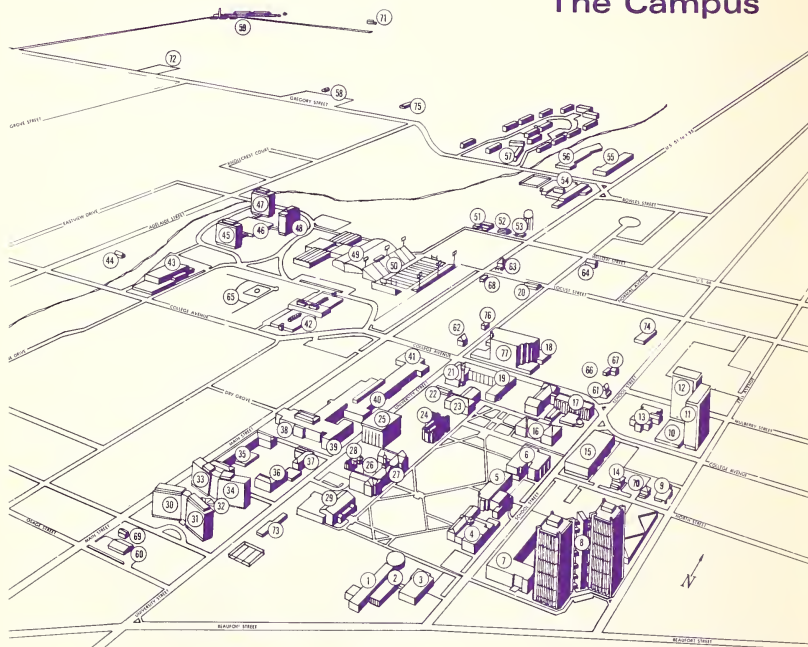
HISTORY DEPT.

illinois state
university

catalog



The Campus



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|--|-----------------------------------|--|---|
| 1. Center for the Visual Arts | 20. Psychology Office Building | 39. Cooper Health Service | 58. University Golf Course |
| 2. Centennial West | 21. Heating Plant | 40. Metcalf School | 59. University Farm |
| 3. Westhoff Theatre | 22. Annex Student Lounge | 41. Hayden Auditorium | 60. Placement Service |
| 4. Milner Library | 23. Copen Auditorium | 42. Turner Hall | 61. Black Affairs Council |
| 5. University Union | 24. Cook Hall | 43. General Services Building | 62. Stenographic Services / Psychology Labs |
| 6. Hovey Hall (Administration) | 25. De Gormo Hall | 44. Eyestone School Museum | 63. Instructional TV Service |
| 7. Stevenson Hall | 26. Housing Office | 45. Wilkins Hall | 64. University Counseling Service |
| 8. Watterson Towers | 27. International House | 46. Linkins Center | 65. Redbird Baseball Field |
| 9. Educational Administration | 28. Ramba Alumni Foundation House | 47. Wright Hall | 66. Site of New Library |
| 10. Vrooman Center | 29. McCormick Hall | 48. Haynie Hall | 67. Space Analysis |
| 11. Hewett Hall | 30. Atkin Hall | 49. Hartan Physical Education Building | 68. Industrial Tech Annex |
| 12. Manchester Hall | 31. Colby Hall | 50. Hancock Stadium | 69. University Construction Office |
| 13. Central Hall | 32. Feeney Center | 51. Judging Pavillion | 70. Educational Administration Annex |
| 14. Anthropology Offices and Eric Crier Reading Center | 33. Whitten Hall | 52. Machinery Hall | 71. University Residence |
| 15. East Gate Hall | 34. Hamilton Hall | 53. Hudelson Farm Museum | 72. Driver Education Range |
| 16. Moulton Hall | 35. Walker Hall | 54. University High School | 73. Bleacher House |
| 17. Feimley Hall | 36. Dunn Hall | 55. Green Food Service Building | 74. New Recreation Building |
| 18. New University Union | 37. Barton Hall | 56. Carter Harris Physical Plant | 75. Glass Laboratory |
| 19. Schroeder Hall | 38. Fairchild Hall | 57. Cardinal Court | 76. Counseling Service Annex |
| | | | 77. New University Auditorium |

illinois state university

Normal, Illinois

State of Illinois
Land of Lincoln

catalog



Table of Contents

Board of Regents, 3	
Administrative Officers, 3	
University Calendar, 4-5	
Illinois State University, 7	
An Introduction, 8	
The Campus, 9	
Admission, 10	
Costs and Living Accommodations, 14	
Tuition and Fees, 14	
Campus Living Accommodations and Housing Policy, 15	
Scholarships and Financial Aids, 16	
Campus Services, Organizations and Activities, 20	
Services for Students, 20	
Organizations and Activities, 23	
Other University Programs and Services, 27	
Academic Procedures and Regulations, 29	
Special Academic Opportunities, 33	
Academic Programs, 37	
Fields of Study and Degrees Offered, 39	
Undergraduate Programs, 40	
Undergraduate Degrees, 40	
University Studies, 42	
Teacher Education, 44	
Preparation for Professional Schools, 48	
Undergraduate Fields of Study—Majors and Minors, Program Requirements, 50	
Graduate Programs, 73	
Graduate School Academic Requirements, 73	
Master's Degrees, 74	
Specialist in Education, 77	
Doctor of Philosophy and Doctor of Education, 79	
Fields of Graduate Study, 81	
Course Offerings and Faculty, 90	
Faculty Emeriti, 178	
Index, 181	

Board of Regents

J. Robert Barr, Evanston, *Chairman*, 1977
 Percy L. Julian, Oak Park, 1973
 A. L. Knoblauch, Roseville, 1975
 David E. Murray, Sterling, 1975
 James M. Patterson, Olympia Fields, 1975
 Charles B. Shuman, Sullivan, 1977
 Mrs. Warren F. Spencer, Evanston, 1977
 Anthony Varese, McHenry, *Vice Chairman*, 1973

Ex-Officio Member

Michael Bakalis, Superintendent of Public Instruction, Springfield

Executive Director

Franklin G. Matsler, Springfield

Administrative Officers of the University

President
 Vice President and Dean of the University
 Dean of the Graduate School
 Dean of Undergraduate Instruction
 Dean of Academic Services
 Vice President
 Comptroller
 Secretary of the University
 Associate Secretary of the University

David K. Berlo
 Gene A. Budig
 Arlan C. Helgeson
 Stanley G. Rives
 Francis B. Belshe
 Eric H. Johnson
 Harold L. Burns
 Charles E. Morris
 Judith Boyer

1973

May

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University Calendar

Beginning with the 1973-74 academic year, the University moves to an early semester plan with the fall semester opening in August and closing prior to Christmas.

1973, SUMMER SESSIONS

June 18

Opening of and registration for eight-week summer session. Last day for graduate students to apply to departments to take comprehensive examinations.

June 22

Last day for late registration and course changes.

June 27

Last day for graduate students to apply for graduation at end of eight-week session or Post Session.

July 6

Last day for undergraduate students to apply for graduation at end of eight-week session or Post Session.

July 13

Foreign language proficiency examinations for graduate students.

July 27

Last day to drop a course.

July 31

Last day to file theses in library for August 10 graduation.

Aug. 9-10

Evaluation and review period.

Aug. 13

Opening of Post Session.

Aug. 24

Post Session ends.

1973, FIRST SEMESTER

Aug. 23

Registration. See class schedule booklet for specific registration schedule.

Aug. 23

Registration for late afternoon, evening and Saturday classes. See class schedule booklet for specific registration schedule.

Aug. 27

Classes begin. Last day for graduate students to apply to departments to take comprehensive examinations.

Aug. 31

Last day for late registration and course changes.

Sept. 3

Labor Day holiday.

Sept. 14

Last day for both undergraduate and graduate students to apply and pay fee for graduation in December.

Oct. 5

Foreign language proficiency examinations for graduate students.

Oct. 19

Last day of first nine-week classes.

Oct. 20

Homecoming.

Oct. 22

Second nine-week classes begin.

Nov. 21

Thanksgiving vacation begins, noon.

Nov. 26

Classes resume, 8 a.m.

Dec. 12

Last day to file theses in library for December 22 graduation.

Dec. 15-21

Evaluation and review period.

January

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1974

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1974, SECOND SEMESTER

- Jan. 10-11 Registration. See class schedule booklet for specific registration schedule.
- Jan. 10 Registration for late afternoon, evening and Saturday classes. See class schedule booklet for specific registration schedule.
- Jan. 14 Classes begin. Last day for graduate students to apply to departments to take comprehensive examinations.
- Jan. 19 Last day for late registration and course changes.
- Feb. 1 Last day for both undergraduate and graduate students to apply and pay fee for graduation in May.
- March 1 Foreign language proficiency examinations for graduate students.
- March 8 Spring vacation begins after scheduled classes. Last day of first nine-week classes.
- March 18 Classes resume, 8 a.m. Second nine-week classes begin.
- May 8 Last day to file theses in library for May 18 graduation.
- May 11-17 Evaluation and review period.
- May 18 One-hundred-fifteenth annual commencement.

May

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August

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1974, SUMMER SESSIONS

- June 24-Aug. 16 Eight-week summer session.



Illinois State University

An Introduction, page	8
Admission, page	10
Costs and Living Accommodations, page	14
Campus Services, Organizations, Activities, page	20
Academic Procedures and Regulations, page	29
Special Academic Opportunities, page	33

An Introduction to Illinois State University

Illinois State University's commitment is to serve the citizens of Illinois with the transmission of knowledge in the broadest sense of the term. Its goal is to strive continually to be the foremost undergraduate institution in the State of Illinois, at the same time providing for graduate programs which complement that primary effort.

In order to achieve its goal and commitment, the University recognizes the following responsibilities:

- To admit and retain qualified and enterprising students.

- To secure and retain a highly qualified and dedicated faculty and staff.

- To provide an intellectual and social climate conducive to the fullest development of students.

- To maintain high academic and professional standards of all persons associated with the University — faculty, students, and staff.

- To provide classrooms, libraries, laboratories, and other facilities necessary for achieving the main purpose of the University.

- To encourage students and faculty to contribute to new understandings through research efforts.

- To offer regional and state-wide services in areas where the University is the most competent institution to do so.

Illinois State, founded in 1857, is the oldest public institution of higher learning in Illinois. It began offering graduate work in 1943, with the introduction of master's degree programs in several departments. Graduate work has expanded gradually since that time, with doctoral work being introduced in 1962.

Today, the Graduate School offers master's degree work in more than thirty academic fields and professional education areas and offers a Specialist in Education degree in Educational Administration. Doctoral programs are offered in Art, Biological Sciences and Educational Administration.

It is the chief aim of the Graduate School to provide an atmosphere in which students may extend their fields of knowledge by sharing research experience with faculty which will lead to professional improvement and scholarly achievement.

The institution has changed perceptibly in the past two years and Illinois State is ready now to serve the diverse educational needs for those who seek the benefits which a university education affords. Through a careful projecting of the populace's future

demands, the University has expanded those educational offerings which best serve a complex society in the 1970's.

The university can no longer be limited to the physical confines of its campus buildings; thus, Illinois State is utilizing educational media and instructional technology to expand the educational opportunities for its students. Illinois State offers educational and cultural resources that students in any curriculum at the University, undergraduate or graduate, need to fulfill their quest for a complete learning experience. Illinois State constantly revises and updates the educational offerings of the institution to make sure that they are in step with our changing society. The goal at State is to prepare its students for tomorrow, not yesterday.

Heritage is a source of pride for Illinois State as it looks back on its development from a teachers college in the mid-nineteenth century to a multi-faceted university in the 1970's. But the university is concerned with the future and an expansion of its role so that it can better serve the various constituencies of our modern society.

Illinois State had an enrollment of 18,006 in the fall of 1972. More than 8,000 students usually enroll in summer school. The faculty numbers over 1,100. The university operates on the early semester plan, with the fall term beginning in late August and ending before Christmas. The spring term starts in early January and terminates in mid-May.

Students are primarily Illinois residents, but most other states are represented on campus. Some forty foreign countries send students to Illinois State.

LOCATION

Illinois State, located in the twin cities of Bloomington-Normal (population approximately 80,000), is easily accessible by car, bus, train or plane. Am-Trak offers train service from and to Chicago, Milwaukee, St. Louis and points along the way. Various bus lines provide service to all points in the state. Ozark Airlines has daily passenger service to Chicago and St. Louis. Bloomington-Normal is reached by perhaps the best highway system in the state with the cities serving as the hub for Interstates 74 and 55 and U.S. 51, the major North-South route in Illinois.

Bloomington-Normal is a metropolitan community where State Farm Insurance Companies, Illinois

Agricultural Association and General Telephone Company of Illinois have located their home offices. General Electric, Firestone, and other firms have major facilities in the twin cities. Other nearby institutions of higher education are Illinois Wesleyan University, Eureka College, Lincoln College, Millikin University, Illinois Central College and the University of Illinois. Illinois State has cooperative arrangements with these schools.

ACCREDITATION

Illinois State is fully accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education.

The Campus

The tree-shaded campus of Illinois State University, covering 711 acres, is a study of varying architecture, ranging from the castle-like appearance of Cook Hall to the modernistic dominance of the 28-story twin Watterson Towers.

Major classroom buildings are clustered in a central core, surrounded by recreational, social and residence structures, and library. As a result, students have no difficulty in walking to their next classes within the usual 10-minute break period.

There are 45 major buildings on the campus, most of which have been built during the past two decades. The compact nature of the campus also makes it convenient to adjacent downtown Normal and theatres, shops and restaurants.

A hallmark of the University is its spacious central mall, which has trees of nearly every variety which will grow in Illinois, some of which were planted by Jesse Fell, one of the founding fathers of Illinois State, in the late 1850s.

In addition to the major building clusters, there are the 18-hole University golf course, a 310-acre University farm, recreational fields, and other open areas for student and public relaxation.

From a University-Community use standpoint, Illinois State has a new 3,500-seat auditorium, a recreation center for bowling and other activities, and a new multi-faceted student union. Athletics are centered in the 8,500-seat Horton Field House and Hancock Stadium, with the first all-weather playing surface in the state, which is also used extensively for intramural and instructional activities.

Residence structures include high rise buildings of 28, 18, 12 and 10-story heights, as well as more traditional halls of only a few stories. There are also family apartments at Cardinal Court and Shelbourne Drive.

Culture and the arts play an integral part in the daily life of the University community, with such

Presidents

In 116 years of existence these eleven presidents have guided Illinois State University:

Charles Hovey, 1857-1861
 Richard Edwards, 1862-1876
 Edwin C. Hewett, 1876-1890
 John W. Cook, 1890-1899
 Arnold Tompkins, 1899-1900
 David Felmley, 1900-1930
 Harry A. Brown, 1930-1933
 Raymond W. Fairchild, 1933-1954
 Robert G. Bone, 1956-1967
 Samuel E. Braden, 1967-1970
 David K. Berlo, 1971-

facilities as the Ewing Museum of Nations in Bloomington, the Adlai E. Stevenson Memorial Room, Funk Gem and Mineral Museum, University Museum of General History, Eyestone One-Room School House, and the Hudelson Museum of Agriculture. Art galleries may be found in the Union, Centennial Building, and Hovey Hall.



Watterson Towers

Admission

ADMISSION PROCEDURES

Students, in making application for admission, may secure the necessary forms by writing to the Office of Admissions and Records, Illinois State University, Normal, Illinois 61761.

After the prospective freshman completes the application form, it should be kept in the pre-addressed envelope, and given to the high school counselor. The counselor then will certify the rank in class and send it, along with any letters of recommendation, directly to the Office of Admissions and Records. The transfer student should complete and return the application to the University. In addition, the transfer student will need to submit transcripts of all previous college or university work.

Applications ordinarily will be processed within two weeks of the receipt of the completed application and the student will be notified of his or her status. If an applicant receives a "Certificate of Admission" and has paid the advance fee deposit, an application may be made to the Housing Office for residence hall space or help in locating off-campus rooms. A "Certificate of Admission" does not guarantee space in a residence hall.

Each application for admission into a degree program must be accompanied by a non-refundable fee payment of \$15.

An applicant who has been approved for the fall semester is to pay a non-refundable fee of \$47.50, which will apply to the regular fees charged at registration time. This fee is not charged for students applying for the second semester or summer session, nor does it apply to Graduate or Unclassified students.

An applicant may be admitted at the beginning of either semester or for the summer session. The Office of Admissions and Records, however, cannot guarantee that an application will be processed if it does not arrive at least 14 days prior to the opening date of a semester or session. An applicant for admission as a graduate student should observe the times for application as noted in the section on graduate student admission.

Students applying for admission as freshmen may indicate choices of curriculum. If a choice has not been made by the time applications are submitted, prospective students may indicate that they are undecided about the curriculum they intend to enter. A student admitted before choosing a curriculum will be designated a "general student." Before beginning the sophomore year, a general student should make a choice and indicate a major field.

Because of budget limitations and/or the re-

ceipt of more applications from qualified candidates than can be accommodated, the University reserves at any time the right to restrict enrollment for any semester or term.

CLASSIFICATIONS FOR ADMISSION

The University has four classifications for new students entering the University. They are:

- A. Beginning freshman student. A person who has never registered at any college.
- B. Transfer student. A person who has, at some time, registered at another college, whether or not he completed any work.
- C. Unclassified student. One who desires to avail himself or herself of instruction offered in any of the departments of the University without undertaking one of the regular plans of study and without becoming a candidate for a degree.
- D. Graduate student. A person who has completed at least a four-year baccalaureate degree and wishes to do advanced study. He or she may or may not be interested in earning an advanced degree at this University.

The admission requirements for acceptance for each of the classifications listed above are the same regardless of the semester or session for which a student applies. The specific requirements for each classification are listed below.

REQUIREMENTS FOR ADMISSION

Many factors are considered in evaluating an applicant's preparation and readiness for admission to the University. Among items considered are high school program of studies, rank in class, standardized test scores, recommendations from officials of schools attended, and any previous college work.

HEALTH REQUIREMENTS — MEDICAL HISTORY

1. When a student is accepted for admission, a medical history is to be filed with the University Health Service on or prior to registration as a full-time student. (For this purpose, a full-time student is defined as one who is registered for more than six hours during the first or second semester or for more than three hours during the summer session.)

2. A University Medical History form will be mailed to new students by the Health Service. This Medical History form should be completed and returned immediately. If the student does not receive the form within 30 days of the beginning of the

semester, the student is requested to write for one.

3. Tuberculosis Tests — All students from foreign countries must submit verification of the results of a recent TB skin test or chest x-ray from a physician or Public Health official with their Medical History.

FRESHMAN TEST REQUIREMENTS

All new beginning students, and transfers who present fewer than 15 semester hours of advanced credit, must present ACT scores, sent directly from the Test Center at Iowa City, Iowa. Non-resident students may submit scores on the Scholastic Aptitude Test (SAT) from the College Entrance Examination Board if that test is the one primarily used in their home states. If Illinois State University had not been specified to receive SAT or ACT scores at the time the test was taken, the applicant must ask the American College Testing Program, Box 168, Iowa City, Iowa, or the Educational Testing Service, Princeton, New Jersey, to send scores directly to the University. ACT or SAT scores listed on high school transcripts are not acceptable. Regardless of class rank, all students are expected to have ACT scores on file.

A. New Beginning Students

The general requirement for admission is graduation from an approved high school with an academic record and entrance test scores which meet the minimum standards of the University. Prospective students still in high school may apply for admission to the University when they are able to present the basic kinds of academic preparation as indicated below. In addition to the applicant's high school rank and ACT or SAT scores, the Admissions Committee considers such important characteristics as intellectual curiosity, leadership potential, character, and special abilities.

Prospective students are encouraged to apply after completion of their junior year. Applications are processed until enrollment capacities have been reached.

1. Illinois residents must rank in the upper half of their graduating classes or have an equivalent score on the composite standard score of the ACT.

2. Out-of-state residents must rank in the upper one-half of their high school classes and have an equivalent score on the composite standard score of the ACT.

3. Consideration for admission will also be given to a limited number of applicants who possess certain special abilities as judged by the Admissions Committee.

B. Transfer Students

Students currently enrolled at another four year institution usually will be considered for admission to Illinois State University only during the last regular term of their attendance at that institution.

1. A transfer student must present an overall "C" average for all college work completed, and the final transcript from the last school attended full time must show a statement of "Good Standing." Any additional part time study will also be examined.

2. Students currently enrolled at an Illinois community or junior college may be considered after completion of the freshman year, but will not be admitted until completion of the sophomore year. In certain programs, and upon recommendation from the community or junior college, a student with less than two years of work will be given consideration.

3. After approval for admission, the Office of Admissions and Records will send the student and the student's academic adviser a statement of how the transferred credit may be used to meet curricular requirements at Illinois State University.

4. Transfer credit from two-year institutions is limited to 66 semester hours plus a maximum of 4 semester hours of physical education, plus military credit.

5. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to Illinois State University from a public junior-community college in Illinois shall be considered to (a) have attained junior standing, and (b) have met University Studies requirements.

C. Unclassified Students

1. An applicant must meet the regular requirements for admission as specified for A or B above, or possess a high school diploma and give evidence of prerequisite background for the course for which he is applying as judged by the Admissions Committee.

2. Students currently enrolled in other colleges or universities and who plan to continue there, may attend a summer session at Illinois State University by submitting a statement indicating current attendance in "Good Standing" from the school each is attending.

D. Graduate Students

1. All students who wish to take work for graduate credit must submit a formal application for admission to the Graduate School. This includes students who have graduated from, or are attending this university. It applies also to those who wish to take university extension courses for graduate credit. Application forms and instructions are available from the Office of the Director of Admissions and Records, Hovey Hall.

2. A student who has completed work for a bachelor's degree, or who will do so within one academic year, at a college or university that is accredited by the appropriate regional accrediting association, may apply for admission to the Graduate School. While conditional admission may be granted to a senior, only a person who has received a bachelor's degree will be permitted to register. Under certain conditions, however, seniors may be permitted to

begin graduate work. See section on "Admission to Master's Programs" below.

3. A prospective student at the master's level should file an application, and arrange for official transcripts to be sent, at least three weeks before the date of registration. Filing at a later date may delay registration. (Under special circumstances the Director of Admissions and Records may approve applications tentatively, pending receipt of official transcripts or action by the committee on admissions. Conditional admission will not be granted for short courses or post session.)

Applicants for admission to specialist and doctoral programs are encouraged to apply as early as possible. Two months should be considered as the minimum period between filing of applications and registration.

4. Application to the Graduate School does not guarantee candidacy for a degree, nor does the University guarantee that a degree may be earned in any set period of time.

ADMISSION OF NON-DEGREE GRADUATE STUDENTS

The University admits two types of students who are eligible to take graduate work for graduate credit. These are (a) students in degree programs and (b) non-degree students.

A student in a degree program follows a program that, if successfully completed, leads to a degree. A non-degree graduate student may take graduate courses, but that student has not been approved to work toward a degree.

A non-degree student who later wishes to work toward a degree must make application for admission to a degree program in the Office of Admissions and Records. Regular entrance requirements for a degree program must be met. In the meantime, there is no guarantee that courses taken as a non-degree student may be used in meeting the requirements for a degree.

Credits earned by a non-degree student are recorded and are available for transfer. But such credit may not be used in meeting the requirements for a degree at Illinois State University unless the student is regularly admitted to a degree program as noted above. A student who is admitted may then request that earlier work be considered in meeting requirements. In approving such a request the University will consider the quality of the work and the requirements of the curriculum in which the student is enrolled.

A non-degree student may register for courses for which the prerequisites are met, unless such registration is restricted by the Dean of the Graduate School.

ADMISSION TO MASTER'S PROGRAMS

An applicant for a program leading to the master's degree is considered on the basis of academic

records and other criteria that may include examinations, interviews, and letters of recommendation. Tests for admission are described below.

An applicant with a superior academic record may be admitted directly to a degree program. No student is admitted to a degree program who does not have at least a 2.6 grade point average (on a scale in which $A = 4$) in the last sixty hours of undergraduate work. A student who does not meet this standard but whose academic record and Graduate Record Examination scores give promise of high performance may be given a probationary period of enrollment as a non-degree graduate student. In considering an applicant for any curriculum, there may be departmental requirements in addition to the general requirements of the University.

When an applicant is approved, the departmental adviser will indicate any courses that may be required to remove undergraduate deficiencies. The adviser also may specify certain graduate courses which will be required in addition to those listed in the catalog. The adviser will designate which, if any, of these courses may be used in meeting requirements for the degree.

A senior in good standing at this university may begin graduate work during the academic year that person completes the requirements for the bachelor's degree, if he or she applies for and is admitted to the Graduate School. During a semester the student may not register for more graduate credit than the difference between fifteen hours and the number of hours required to complete the bachelor's degree. During the summer session, the student may not register for more graduate credit than the difference between eight hours and the number of hours required to complete the bachelor's degree. It is understood that graduate credit may be received for graduate courses only if requirements for the bachelor's degree are completed during the semester or summer session in which the student begins graduate work. This opportunity is also extended to last semester seniors of other universities who find it possible to take graduate work at this university while completing requirements for the bachelor's degree on their own campuses. Interested students should write to the Dean of the Graduate School for further information.

ADMISSION TO SPECIALIST AND DOCTORAL PROGRAMS

A student seeking admission to a specialist or doctoral degree program must present letters of recommendation, and must take qualifying examinations before being admitted to the program. The student may have to come to the campus for an interview. Tests for admission are described below.

Admission of an applicant to a specialist or doctoral program will take account of personal and professional qualifications as well as scholastic records and measurement of academic ability. Admission involves approval by the department as well as the Graduate School.

TESTS REQUIRED FOR ADMISSION

Master's, Specialist and Doctoral Programs

Students seeking admission to master's, specialist and doctoral degree programs must submit scores on the Aptitude Test of the Graduate Record Examination and, in the case of specialist or doctoral applicants, the appropriate advanced test. Master's degree applicants should also submit scores on the Advanced Test of the Graduate Record Examination if tests are available in their fields of study. Master's degree applicants seeking admission to Business should substitute the Admission Test for Graduate Study in Business for the Graduate Record Examination. Arrangements for taking these examinations may be made on the campus in the Measurement and Evaluation Office, 114-115 East Gate Hall, or by writing to Educational Testing Service at Box 955, Princeton, New Jersey, 08540 or 1947 Center Street, Berkeley, California, 94704. For specialist and doctoral applicants, an English language test is also required.

ENGLISH EXAMINATION FOR INTERNATIONAL STUDENTS

Illinois State University requires that students from non-English speaking countries, who seek admission to the Graduate School, must take the "Test of English as a Foreign Language." Students wishing to take this examination should write to TOEFL, Educational Testing Service, Princeton, New Jersey 08540. They will be informed as to testing centers nearest their homes and the dates on which the examination will be offered. Following completion of the examination they should ask the Educational Testing Service to send test scores to the Graduate School, Illinois State University, Normal, Illinois 61761.

PREVIEW ISU AND ORIENTATION DAYS

Preview ISU is a two-day program offered during

the summer for all new freshmen and their parents and a one-day program for transfer students. Invitations to participate are sent to the student and parent during the spring. Preview offers an opportunity for the parent and the student to discuss various dimensions of college life with the faculty, staff, and students of Illinois State. In addition, academic advisement and registration for the first semester are provided.

Orientation Days for students who are not able to attend Preview ISU are provided during the opening week of the fall semester. Similar activities are conducted during the first week of the spring semester for students entering at that time.

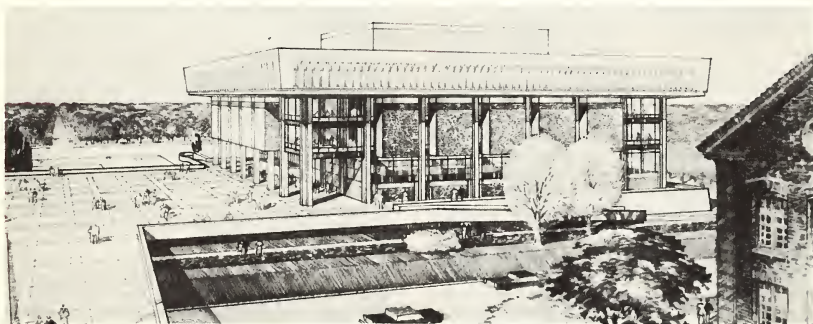
READMISSION OF FORMER STUDENTS

Students returning to the University after a lapse of one semester or more apply for readmission through the Office of Admissions and Records. Processing cannot be guaranteed if the application is not received fourteen days prior to the beginning of registration for the session which they wish to attend. Students must indicate on the application if they have attended another college since last attending Illinois State University.

A former student who has been dropped for poor scholarship from Illinois State University must clear this status with the Dean of the University before being readmitted. It is advisable for the student in this category to contact the Dean of the University several weeks prior to the date of the anticipated return to the University.

REGISTRATION

Students register for classes each session according to a published time schedule. Detailed information concerning registration procedures for a given session may be found in the Class Schedule Bulletin for that session.



New library, now under construction

Costs and Living Accommodations

Fees

APPLICATION FEE

Each student seeking admission to a degree program must pay an application fee of \$15.00 at the time of application for admission.

TUITION AND OTHER FEES

Each student must pay tuition and other fees at the time of registration. If the fees are not paid, the student will not be admitted to classes. Fees are subject to change.

REGISTRATION FEES FOR EACH SEMESTER

For students who register for more than six semester hours:

	Non-Residents	Residents
Tuition	\$202.00	\$532.50
Activity and General Service fee ..	33.50	33.50
Student health insurance	13.00	13.00
University Union fee	38.00	38.00
Recreational facilities fee	9.00	9.00
Health Service	10.00	10.00
	\$305.50	\$636.00

For students who register for six semester hours or less:

	Non-Residents	Residents
Tuition per semester hour	\$ 30.00	\$ 80.00
General Service fee	10.00	10.00
University Union	19.00	19.00

For auditors (students who take courses without credit):

Tuition, per semester hour	\$ 30.00	\$ 30.00
Maximum charge	202.00	202.00

A student under 18 years of age is a non-resident if that student's parents are not legal residents of Illinois. A student over 18 years of age is a non-resident if the student is not a legal resident of Illi-

nois at the time of registration. The Director of Admissions and Records is responsible for applying the out-of-state fees.

FEES APPLICABLE UNDER SPECIAL CONDITIONS

Graduation fee (bachelor's degree)	\$10.00
Graduation fee (graduate degree)	15.00
Late registration fee (after scheduled registration days)	10.00
Locker and towel fee for students in physical education courses	1.00
Change of program fee (charged beginning August 27, 1973, for the first semester and January 14, 1974, for second semester)	5.00
Outdoor Education fee	14.00
Charge for each transcript	1.00
Transcripts are issued only when all obligations have been met.	
Doctoral dissertation fee (microfilming)	25.00

STUDENT HEALTH AND ACCIDENT INSURANCE

Each full-time student is assessed a fee to purchase a health and accident insurance policy. This policy provides for 100 per cent payment of the first \$500 of reasonable hospital expenses and 80 per cent of such expense above \$500. It covers 80 per cent of the reasonable expense for a surgeon or certain physicians' fees other than those for surgery. There is also an allowance for consultation and ambulance fees. The maximum amount payable for any one accident or sickness is \$10,000. The student's coverage is effective on the date on which University classes begin.

Those students who can produce evidence of equal or better coverage may apply for a refund of the insurance fee by contacting the Office of University Insurance. Application must be submitted within ten days following the date on which University classes begin.

Coverage for a student's spouse and children may be obtained at an additional cost in the Office of University Insurance if applied for within ten days after the date on which University classes begin.

Each student may exercise an option to continue this insurance during the summer months even though not enrolled in the University. The insurance must be purchased at the Office of University Insurance at the end of the school year and no later than the spring commencement date.

REFUNDS

A student who has registered and officially withdraws from the University prior to the tenth calendar day following the first day of regularly scheduled

classes may receive a refund of all registration fees.

A student who changes from full-time to part-time status prior to the tenth calendar day following the first day of regularly scheduled classes shall receive a refund of all registration fees not applicable to part-time status. A student receiving a refund of fees will not be eligible for activities and benefits covered by such fees.

For the first semester, the last day to withdraw with eligibility for refund is September 5, 1973. For the second semester, the last day for refunds is January 23, 1974. No refunds are authorized for withdrawal after those dates. The statement of the refund policy for University housing is a part of the housing contract.

Campus Living Accommodations

The University owns and operates Residence Halls which provide living accommodations for nearly 8,000 students. These facilities have been designed to provide not only basic living requirements but also counseling, advising, educational and recreational programs. The University regards Residence Hall living as an important part of University life and requires that certain students reside in the Residence Halls as a condition of enrollment.

The Residence Halls provide not only excellent housing on the campus but also a controlled environment with proper maintenance. Room assignments are made only after careful consideration of each student's choice, not only of location but also of living style. Arrangements may be made to spread Residence Hall payments over a period of time to aid in easy budgeting for an academic year.

The room and board rate in a Residence Hall is \$591.25 per semester for multiple occupancy and 20 meals per week. Single rooms are available at an additional \$50 per semester. For students electing a 15-meal contract which eliminates weekend meals, there is a reduction of \$30 per semester from the basic contract.

Student rooms are fully equipped but the student is expected to furnish linens, towels, blankets and bedspreads. Pillows will be made available upon request but for sanitary reasons, students are urged to provide their own bed pillows.

The University also owns and operates apartments for married students at Cardinal Court and Shelbourne Drive. Cardinal Court contains 192 apartments. The 122 one-bedroom units rent for

\$90 per month; the 70 two-bedroom units rent for \$105 per month.

Shelbourne Drive Apartments contain 100 units. The 50 one-bedroom units rent for \$120 per month and the 50 two-bedroom apartments rent for \$145 per month.

All facilities for single and married students are managed by the Office of University Housing. Inquiries regarding housing should be addressed to that office. In the event that there is not sufficient space in Residence Halls or University Apartments, the Office of University Housing will provide assistance in securing housing in the community.

HOUSING POLICIES

On-Campus Housing Policy

Illinois State University has modified its on-campus living requirement by substituting a semester-based standard for the age standard, effective with the fall semester, 1973-74. Entering freshmen who have not previously attended this University must reside in University-operated Residence Halls for their first four (4) semesters in residence. Students transferring to this University as sophomores and not previously in attendance, as classified by the Office of Admissions, must reside in University operated Residence Halls for their first two (2) semesters in residence. Students transferring to the University as juniors and not previously in attendance, as classified by the Office of Admissions and Records, must

reside in University operated Residence Halls for their first two (2) semesters in residence.* These regulations are applicable to all students registered for seven (7) or more semester hours insofar as space is available in University residence halls.

The University may make exemptions for certain categories of students based upon guidelines related to marital status, proximity of home to campus, and other pertinent factors. Special consideration will be given to applications for exemption from students who present evidence of plans to live in fraternities, sororities or cooperative houses which meet the criterion of being non-commercial and which were in existence and had met standards of the Town of Normal as of January 1, 1973. This special consideration, which is intended to result in an exemption from the on-campus housing requirement, will apply only for the number of students within the rated capacity of the fraternity, sorority or cooperative house as filed with the University Housing Office as of January 1, 1973, and subject to verification by the Town of Normal.

*This rule will not be applicable to junior-level transfer students who will attain age 21 or over during the 1973-74 academic year.

Off-Campus Housing Policy

Illinois State University is discontinuing its classification of any off-campus housing as being **approved** by the University. The University is also discontinuing its participation in housing contracts issued to students renting space in private housing and will not participate in the inspection of any off-campus housing.

Appeal Procedure

The University has established, through the University Housing Office, a review and appeal procedure through which students, covered by the University's on-campus living requirement, may apply for exemption. The original action on an application for exemption will be taken by a housing official. An appeal of this action may be taken to an Appeals Committee to be composed of two members appointed by the Director of Housing, and two students, one to be appointed by the Association of Residence Halls and one by Student Government.

Estimated Total Expense

Because the University is a state institution, the cost of attendance is relatively low. Estimated total expense for two semesters is approximately \$2,450.

Scholarships and Financial Aids

Scholarships and other financial aids for students at Illinois State University are made possible by the State of Illinois, the ISU Foundation and other sources.

STATE SCHOLARSHIPS AND GRANTS

Recognizing the value of education to the individual and to society, the State of Illinois grants many scholarships to able students who wish to continue their education.

The State Teacher Education Scholarships for Teaching Handicapped Children are made available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. To be eligible, a student must be in the upper half of the high school graduating class. The scholarship may be used until a student graduates from college, but it is not valid for more than four years of attendance within a six-year period. This scholarship carries an obligation to teach in Illinois two of three years following graduation, or the amounts received must be repaid to the State of Illinois in total, with interest at the rate of 5 per cent. High school seniors should ask their principals or counselors about this scholarship, which covers tuition and activity fees for each semester and summer session.

The Illinois State Scholarship Commission Monetary Award Program makes tuition and fee grants available to students on the basis of financial need. The applicant must be a United States citizen and a resident of the State of Illinois, as determined by the legal residence of the parent (or parents) or legal guardian (or guardians). Applications are available from the high school counselor or Financial Aids Office at ISU and are to be returned to the Illinois State Scholarship Commission. This application procedure is completely separate from the Family Financial Statement submitted for other financial aid.

State Military Scholarships. Veterans may avail themselves of the provisions of the State Military Scholarship Law, provided they have honorable discharges and were residents of the State of Illinois at the time they entered military service. These scholarships, which cover Registration and Activity fees for four years at the state supported universities only, are administered through the ISU Financial Aids Office.

Foreign Student Tuition Scholarships. Each year the University will award a limited number of scholarships to graduate and undergraduate students who are citizens of other countries or foreign refugees. These scholarships pay tuition for the recipient. The awards are based on the academic record, potential, and financial need of the student. Students desiring further information should include letters of inquiry

with application for admission to the University or inquire at the ISU Financial Aids Office.

State Talent Grants. Freshmen and transfer students who plan to participate in intercollegiate competition or display talents in the areas of music, debate, athletics, art, student publications, agriculture or theater, are eligible to be considered for State Talent Grants. Persons with proven talents in high school should contact the University department head responsible for the talent area of interest, for consideration.

A student holding a State Scholarship who does not plan to attend during consecutive semesters should notify the Office of Admissions and Records and apply for a leave of absence in order to protect full right to aid. State military scholarships may be used by students enrolled for residence credit or in extension; other state scholarships may be used only by persons enrolled for residence credit.

ISU FOUNDATION SCHOLARSHIPS

Alumni Distinguished Scholarships are substantial monetary grants to incoming freshmen and community college transfer students. The recipients are selected after a competitive examination, participation in which is by **University invitation only**. Freshmen must be admitted prior to December 1, 1973, and transfer students must be admitted prior to February 1, 1974. There is no financial need required. Inquiries are to be directed to the Office of Admissions.

Illinois State University Merit Scholarships are need-related scholarships recognizing academic excellence of a selected group of new freshmen students to the University. The program is administered through the Office of Admissions. High school seniors who have been named National Merit Scholarship Competition semifinalists are eligible if they name ISU their first-choice university.

The University Foundation annually receives funds for a number of scholarships that are made available through the Financial Aids Office. A number of these scholarships are awarded through the Financial Aids Office and some are coordinated through Financial Aids with the final decision being made in a specific academic department.

The University Financial Aids Office supervises the granting of some Foundation scholarships to worthy students in the fall and the spring of each academic year. These scholarships generally are in amounts of \$50 to \$500. To be eligible for one of these scholarships, a student must have been in attendance at the University for one semester, have a 2.75 grade point average, and give evidence of financial need. Students seeking scholarship aid for the academic year beginning in August should make application to the Office of Student Financial Aids by March 1. Applicants must complete an Institutional Application plus a Family Financial Statement to be eligible for consideration.

High school seniors, transfer students, and graduate students who plan to major in special education,

however, may apply for scholarships before their first enrollment in the University. Deadline date for application is March 1 for the following school year. These are **monetary** awards, to be applied towards a student's educational costs; they are not tuition scholarships.

University Living Memorial Scholarships are made available from memorial gifts made by donors to establish endowment funds in order to perpetuate a loved one's or respected friend's name.

The following scholarships, awarded annually through the University Financial Aids Office, are made available through contributions from individuals and organizations. Unless indicated otherwise, applications should be made to the Financial Aids Office.

Emma Pellet Haynes Scholarship Fund. Several scholarships based on financial need are awarded from this fund annually. Mrs. Haynes, a graduate of the University in 1909, left the funds to the University at her death in 1968.

Junior Women's Club Awards are available to students in special education. Funds are given by the Illinois Federation of Junior Women's Clubs.

Illinois Congress of Parents and Teachers Scholarships are available to students in any curriculum and are for one school year.

Richard F. Feeney Scholarships are for sophomores, juniors, and seniors with at least a "B" average. Funds are given by Mr. and Mrs. Richard F. Feeney of Yorkville.

The Helen K. Ryan Scholarship was established by the contributions of Miss Ryan's many friends. Miss Ryan, a graduate of Illinois State University, at the time of her death was president of the Alumni Association. The scholarship varies in amount depending on available funds.

The Katherine McGorray Memorial Scholarship was a grant to the University Foundation by Mrs. McGorray at the time of her death. Mrs. McGorray graduated from Illinois State University in 1892. Any student in a teacher education curriculum may apply.

The Bloomington Woman's Club Award is granted to a junior or senior woman and awarded during the fall semester.

Chicago Woman's Ideal Club Scholarships are available to sophomore women every third year. To be eligible, a student must have at least a "B" average. Scholarships are renewable for the junior and senior years.

High Potential Student Scholarships are given to applicants in the HPS Program. Interested students should apply at the Financial Aids Office.

The 17th District Illinois Federation of Women's Club Award is a scholarship available to a student from one of the five counties, in the 17th district — Ford, Livingston, Logan, McLean, and Woodford.

The Elizabeth Stein Art Scholarship Fund will be awarded to two art majors each year. The scholarships are made possible through a gift by Miss Stein, who retired in 1971 after 26 years of teaching art at Bloomington High School.

Paul A. Funk Scholarship. The Paul A. Funk Foundation will provide \$1,000 for awards in Agriculture. The award will be given to at least one but not more than two students in any one year who show exceptional potential in agriculture. Applications must be returned by October 25.

The Edwards Scholarship in Forensics was established by the descendants of Richard Edwards, the second President of Illinois State University. To be eligible, the student must be at least a junior and be active in the forensics program.

The Clifford E. Horton Physical Education Scholarship is available annually to a male physical education major of junior standing. Apply through the Department of Health, Physical Education and Recreation.

The Mae Warren Feeney Home Economics Award is made to a sophomore, junior, or senior woman majoring in home economics. The student must have at least a "C" average and demonstrate financial need. Apply to the Department of Home Economics-Industrial Technology.

The Lathrop Memorial Award, is available to a senior who wishes to continue as a graduate student in the Department of Geography-Geology. Criteria are scholarship, good character, evidence of interest in teaching geography, and financial need. The award is a memorial to Dr. Harry O. Lathrop. Apply through the Geography-Geology Department.

The John W. Green Award is awarded annually to a junior student employee of the residence hall food service who has been employed in a food service for at least three semesters. The award is based on academic excellence. Applications should be sent to the Director of Residence Hall Food Service no later than April 1. The scholarship is made available by a trust fund established by John W. Green, initiator of residence hall food service on the ISU campus.

The Faculty Women's Club Scholarship is in honor of the men and women of Illinois State University who served in World War II. It is awarded to a junior for scholarship, character, and leadership. Application should be made directly to the president of the University Women's Club.

The Hannah Pearson Wones Library Science Scholarship, established in 1965 by Col. Edward M. Wones in honor of his wife, a long time friend of libraries, is awarded annually to a library science student with at least 24 semester hours of college credit and enrolled as a major, minor, or resource person in library science.

The Glenn Brown Farm Scholarship is awarded each year to a student majoring in Agriculture. This scholarship is granted to the University by Glenn Brown of Springfield, Illinois. Applications may be secured after October 1 and must be returned by October 25.

Illinois Production Credit Association Scholarship is awarded each year to a student majoring in the Department of Agriculture. It is based on academic excellence, financial need, and participation in departmental and University activities. Apply from October 1 to October 25.

The Raymond W. Fairchild Memorial Award is given to an outstanding student upon the recommendation of the Athletic Board. The grant is made available through contributions of the many friends of Dr. Fairchild, president of Illinois State University from 1933 until 1955.

The Lewis R. Toll Scholarship in Business Education, awarded annually to a senior for use during the first year of graduate school, is based on scholastic ability, financial need, and faculty recommendations. Applications should be sent to the head of the Department of Business Education not later than April 1. The scholarship is made available from a trust fund established by Dr. and Mrs. Lewis R. Toll. Dr. Toll is former head of the Department of Business Education.

The Harold Elliott-Ford Motor Company Fund Scholarship is awarded annually to a senior majoring in agriculture. This scholarship is made available by Mr. Elliott, of Cropsey, as a result of an award from the Ford Motor Company Fund for farm management efficiency. Apply after October 1, and return by October 25.

The Erma Imboden Memorial Award is made each year to a student teacher in Elementary Education. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions by the many friends of Miss Imboden, who for many years was a supervising teacher in Metcalf School. Applications should be made directly to the president of the Metcalf PTA.

The Stella V. Henderson Memorial Award is made available annually to a graduate student through the interest of Kappa Delta Epsilon, Kappa Delta Pi (both honorary education societies), and friends of Dr. Henderson, an alumna and faculty member of the University. Contact the Dean of the University for further information.

The Garret Van Ausdall Memorial Scholarship is sponsored by the then Men's Residence Halls, which received contributions from various individuals and organizations. Mr. Van Ausdall was a graduate counselor in Dunn Hall at the time of his death in 1963.

The Lowell Mason Award is presented in the spring to a sophomore or junior in the Department of Music. It is designed to aid a student in music who has actively participated in campus and music organizations. A committee composed of the Head of the Department of Music, faculty adviser of the Lowell Mason Club, and a school administrator selects the recipient from application letters received in the spring. Application should be made to the Head of the Department of Music.

The University Dance Theatre Scholarship is available to a student enrolled in dance education as a second field. Applicants must have been active in Dance Theatre for one year, have a "B" average in dance courses, and have junior or senior standing when the scholarship is used. The Dance Theatre Scholarship Committee of the Department of Health, Physical Education and Recreation will administer

the scholarships and select the recipient. Application should be made to the head of the Department of Health, Physical Education, and Recreation.

The Children of Deceased Faculty Scholarships of \$120 are made available each year.

SHORT-TERM LOAN FUNDS

The Student Loan Fund provides no-interest loans up to \$150 to any University student, graduate or undergraduate. A student may obtain information at the Office of Student Financial Aids. These funds are to be used for emergency educational expenses and should be sought when alternative resources are unavailable. These loans must be repaid approximately 20 days prior to the end of the semester in which the loan is granted. Philanthropic organizations and individuals have contributed to this loan fund over a period of years. Most of the student loan funds are derived from donations made to the ISU Foundation. Typical of this are the funds from the Bowe-Linkins Student Loan Fund and some of the funds received from the Foundation's annual fund drive.

FEDERAL STUDENT LOAN AND GRANT PROGRAMS

The University provides financial assistance through participation in the National Direct Student

Loan Program. This program, nationwide in scope provides low-interest loans to students. Any student who is admitted to the University, and who plans to register as a full-time student, is eligible. The amount of any loan is determined by an analysis of the financial need of the student. The ACT Family Financial Statement is required to make application for financial assistance at ISU. The Office of Student Financial Aids will provide information concerning any form of financial assistance.

Educational Opportunity Grants. Outright federal grants to undergraduate students with exceptional financial need are authorized by the federal government. All federal loan applications are automatically considered for eligibility for this grant. It is based on the analysis of the financial need of the student. The Office of Student Financial Aids will provide additional information.

ILLINOIS LOAN PROGRAM

State Guaranteed Loan Program. Loans are made available to families through the Illinois State Guaranteed Loan Program. Some of these loans qualify for federal interest benefits. Full-time students who are residents of Illinois are eligible. Applications for this program can be initiated either at a local participating bank or at the Office of Student Financial Aids at the University.

PART-TIME EMPLOYMENT

Many widely varied opportunities for work are available to students who need to earn a part of their expenses while they are enrolled in college. Part-time employees may earn from \$5 to \$25 a week, the amount depending on the student's skills and enterprise. Employment is made available through the College Work-Study Program for students with exceptional need. The Office of Student Financial Aids will furnish additional information concerning part-time employment.

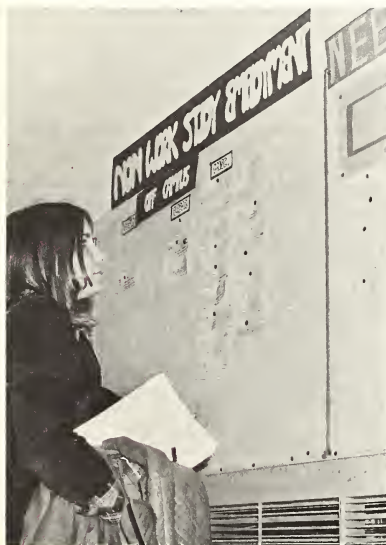
UNDERGRADUATE ASSISTANTSHIPS

Undergraduate Teaching Assistantships are available in most departments of the University. Information about the UTA program is available in the Office of the Dean of Undergraduate Instruction.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are available in most of the departments of the University. In addition, assistantships are granted to men and women who serve as counselors in the University residence halls. In each instance, the graduate assistant is assigned responsibilities that contribute directly to his professional career.

Graduate assistants are exempt from payment of the registration fee. They are required, however, to pay all other fees regularly assessed full-time graduate students.



Campus Services, Organizations and Activities

Services For Students

The University provides various services to assist students in achieving their educational goals. Included under the broad designation of student services are offices specifically assigned responsibility for counseling, the conducting of programs in residence halls, financial assistance to students, co-curricular activities, and other related services. Assistance relating specifically to academic matters is provided in classrooms, departmental offices, and in the office of Academic Advisement.

ADMISSIONS AND RECORDS

The Office of Admissions and Records, receives, evaluates, and processes all applications to the University. Information is presented to high schools and junior colleges about the University's programs and opportunities. In addition, attention is given to providing whatever experiences or assistance might be needed by the student in his or her entry into the University. Orientation, registration of students and the maintenance of student academic records are the responsibilities of this office.

ACADEMIC ADVISEMENT SERVICES

The function of academic advisers is to assist students in the selection of courses, to provide needed information regarding University curricula and academic policies, to work with students whose academic progress is unsatisfactory, and, when appropriate, to refer students to other University services.

Each summer, entering students receive academic advisement in connection with the Preview ISU program. All freshmen and almost all sophomores are advised through Academic Advisement Services. Juniors and seniors are assigned to departmental advisers, most of whom are responsible to Academic Advisement Services for the portion of their time which is devoted to advising.

All students who need information on academic matters or who have special problems may come to the Advisement Office for assistance.

MEDIA SERVICES

Media Services represents the merger of Audiovisual Services, Learning Laboratories, Instructional Television Services, and WGLT-FM. A consolidation of these areas was completed to provide: one centralized source for most media requests serving the campus and community; more efficient use of personnel, equipment, and materials; and more widespread use of media to solve instructional and informational problems. Media Services has been organized into the production and/or service functions listed below:

Distribution Unit: All types of audiovisual equipment along with prepared materials such as films, film strips, records, and audio tapes, are circulated for general campus use through this unit.

Graphic Production Unit: Assistance is provided in this area for planning, designing, scripting, story boarding, editing, and refining all types of materials for audiovisual productions.

Audio Production Unit: Tape recording, duplication, narration, and slide synchronization programs are available through this unit.

Learning Labs Unit: This area includes an information and retrieval system in DeGarmo allowing students to obtain a copy of a program within a few seconds and completely control the presentation, a language lab in Stevenson allowing students to dial up and be tested on language lessons, and an audiovisual equipment laboratory housing self-paced instructional packages on the operation of audiovisual equipment for faculty and student use.

Television Unit: A closed-circuit television cable system links more than 35 classroom buildings and dormitories along with a direct connection to Tele-Cable, the community cablevision company serving Bloomington-Normal. The Television Unit has four instructional channels along with five channels from Peoria and Champaign-Urbana. Media Services' Television Unit provides video support for courses, educational observations, and training through employment opportunities for students interested in communications.

WGLT-FM (91.7 mHz): The University has transmitting facilities for a licensed non-commercial FM

station, WGLT has 6 full time professional staff members, with studios in Cook Hall, broadcasting a daily schedule of programs to the community and campus for a total of 88 hours per week. The program schedule includes a variety of locally produced campus shows plus National Educational Radio Network programs.

Media Services is heavily oriented toward the production of instructional packages for student consumption and also providing internships and practical experience in communications through student employment opportunities.

Media Services also assists the student-operated radio station WILN, which programs daily via carrier current into all university residence halls.

STUDENT COUNSELING SERVICE

The Student Counseling Service operates in accordance with the philosophy that modern life and contemporary education have grown so complex that all students during their university careers will have concerns with which they could use help from a professional counselor. The objective of the Counseling Service is to provide students with assistance in making choices in the academic, vocational and personal areas and to help them grow in their understanding of themselves.

Counseling involves a private individual or group interview or series of interviews with a professional counselor or psychologist. A student may call 438-3655 for an appointment or simply come to the Counseling Service and ask to see a counselor. Usually, a student will be seen the same day he requests assistance. All of the services are offered free of charge on a voluntary basis and remain confidential unless the students ask that someone else be informed.

READING-STUDY CENTER

The Student Counseling Service also operates a Reading-Study Center. Any University student interested in reading faster, increasing his comprehension in reading, learning word recognition skills, improving in spelling, and developing a well organized plan for studying may enroll in the University Reading Study Center. All students who wish to come to the center should report to Schroeder Hall, Room 402, and be assigned to a specific class period. Although students are permitted to enroll at other times during a semester, early attendance at the center is considered beneficial. Students who desire help early in the semester are expected to enroll before the first week of class work has ended. No credit is given for the course and no fee is required.

WRITING CENTER

Students who need supervised practice in writing in order to improve their writing skills may secure help in the Writing Center. The Department of English provides faculty members for this center. Any faculty member may refer students to the Writing Center. Students may obtain further information by inquiring in the office of the Department of English.

EDUCATIONAL PROGRAMMING IN RESIDENCE HALLS

The Student Educational and Social Programming Office coordinates the programming efforts in residence halls by assisting committees engage faculty and other university resources in planning classes, seminars and other events. The Coordinator works with the Association of Residence Halls and serves as an adviser to the residence hall governance system.

Student Activities

The Student Activities Office assists students and student organizations in planning and executing programs holding interest to their respective memberships and to the general student body. The Coordinator works with the Student Government system and serves as the fiscal agent for the expenditure of student fee monies allocated to student organizations.

University Events

The Office of University Events coordinates the scheduling and reservations for all extra-class activities and events held in university academic facilities. The coordinator serves as adviser and fiscal agent to student organizations and faculty-student committees responsible for the annual speaker, film and entertainment series programs. Cooperation in planning and scheduling events with the Fine Arts Festivals, the University Auditorium and the Athletic Department is also achieved.

International Student Programming

The Office of International Student Programming provides services to all students who are citizens of other countries. The office assists in matters relating to admissions, personal and academic problems, financial aid, hospitality, housing, employment, and immigration. All international students enrolling in the University for the first time should report to the Office of International Student Programming, International House, as soon as possible following their arrival on campus.

International House, for both foreign and do-

mestic students, is operated and administered through the Office of International Student Programming with cooperation from the Housing Office.

International House is a co-educational residence and academic program center for American and international students attending Illinois State University. The purpose of the center and House is to promote cultural interaction and international understanding among international and American students through formal course work and social and educational programs. This setting provides opportunities to develop friendships and to encourage mutual respect among students of diverse backgrounds and cultures through the experience of living and learning with their contemporaries.

STUDENT FINANCIAL AIDS

Counselors in the Office of Student Financial Aids are prepared to assist students with financial problems connected with University attendance. Available University, state, and federal finance programs make it possible for any student to arrange the financing of his education. (See Scholarships and Financial Aids.)

UNIVERSITY HEALTH SERVICE

Illinois State University maintains Rachel Cooper Health Service as an integral part of its services for full-time students. The Health Service outpatient clinic and infirmary are located in Fairchild Hall near the center of campus. University physicians are available for consultation during regular clinic hours. A registered nurse is on duty at all hours of the day and night except during official vacation periods as scheduled on the University calendar. Three hospitals and competent medical specialists are available in Bloomington-Normal to handle medical problems when necessary.

All students entering ISU are encouraged to have a dental examination and necessary dental work accomplished by their family dentist prior to registration. Dental services are not provided by the University Health Service nor are they covered by student health and accident insurance (except as a result of accidental injury).

New students who have chronic medical conditions such as diabetes mellitus, ulcerative colitis, epilepsy, etc., which require long-term and projected treatment, should plan to retain the services of private physicians for the continuing supervision and management of their case. The Health Service will be glad to cooperate, furnish emergency care and assist the student's physician in the student's care if the private physician furnishes written findings and instructions.

Students who have dietary problems are advised that the University does not maintain a special diet kitchen. Students who expect to obtain meals in University Residence Food Centers should be prepared to select food items from the regular course of fare. Normally sufficient items are offered, including bland

foods, to provide some selection. Food Service personnel will provide every assistance to students short of special diet preparation.

UNIVERSITY UNION

A variety of student services is available through the University Union, including activities, a poster shop, educational programming, meeting rooms, and eating areas. For further information, contact the central desk in the University Union.

HOUSING OFFICE

The University operates both residence halls and family apartments. Full information and assistance in acquiring space in a residence hall suited to the individual student's particular life style or desires will be provided by the Housing Office staff. In the event there is not sufficient space in university-owned housing, the Housing Office will provide assistance in securing housing in the community. Full information is available from the Housing Office.

VETERANS' SERVICES

The Office of Veterans' Services is located in the Office of Student Financial Aids. The Director of Financial Aids advises veterans on matters relating to the provisions established by the federal government. In order that the required forms may be completed in time, a veteran should write to the director before registration.

A veteran who was in service for one year or more may qualify for a State Military Scholarship, which will provide for University fees. To be eligible for this scholarship, a veteran must present evidence of being a resident of Illinois at the time of entering military service. Furthermore, evidence of military service must be presented to the Office of Student Financial Aids.

Veterans may receive credit in hygiene and physical education if they have been in continuous, active military service for at least a year. A veteran must present a copy of the discharge form to the Office of Admissions and Records.

The University does not grant college credit for completion of the college-level General Education Development Examinations.

Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans Administration. If a student seeks such benefits, contact should be made with the Director of Financial Aids soon after admission to the University.

PARKING

By action of the Board of Regents, the following regulations apply to students and visitors pertaining to motor vehicles and parking facilities on campus:

Every student vehicle occupying university parking facilities must have a parking decal. The decal is obtained by registering the vehicle at the Parking

Services Office and paying the appropriate fee.

Student parking decals will be honored in all lots that are specifically designated by color coded signs. Parking decals are color coded to correspond with the designated parking lots. University parking lots are posted as to the time of their use and who may park in them.

Upon request, a short-term temporary parking permit will be issued by the Parking Services Office to guest and visitor vehicles for parking in university

facilities.

SPEECH AND HEARING CLINIC

Students having speech and hearing problems may receive evaluation and therapy at the Speech and Hearing Clinic, located in Fairchild Hall. The clinic also serves as a laboratory for students majoring in speech pathology and audiology. Hearing services include hearing tests, lip reading, auditory training, and advice concerning hearing aids.

Organizations and Activities

The University provides for cultural growth of its students outside the classrooms. Each year many outstanding scholars, artists, musicians, lecturers, scientists, and stage personalities are brought to campus by University departments and organizations to stimulate student interest and growth.

In order to provide a well balanced variety of activities and programs, the University has provided museums, music and literary reading rooms, athletic and intramural facilities, speech and dramatic activities, art galleries, and other facilities.

Out-of-class experiences are an integral part of the student's learning, adding enrichment and interest to college experiences. Organizations and activities of the students have been developed by the students with cooperation of the faculty. These organizations and activities provide various ways in which students may participate effectively in the affairs of the University.

ACADEMIC SENATE

The fifty-member Senate includes twenty-seven faculty members and nineteen student representatives. The Senate's primary function is advising the President about the educational policy of the University. The Senate works within the limits established by legislative statute and the authority delegated to the Board of Higher Education and the Board of Regents.

STUDENT-FACULTY COMMITTEES

Since the University believes that there are many channels in the college through which the goals of a college education may be realized, the following student-faculty committees have been established. Here students, faculty, and administrators share in study, advisement, and in some instances the proposal of policy on matters of highest import to the student body. Any student may petition the Academic Senate to serve on any of these boards and is encouraged to do so in order to share the experiences which such participation can offer.

Academic Standards Committee
Council on University Studies

Council for Teacher Education
Curriculum Committee
Elections Committee
Entertainment Committee
Honors Council
Housing Committee
Library Committee
Parking and Traffic Committee
Reinstatement Committee
Student Code Enforcement and Review Board
University Forum
University Publications
University Union Board

STUDENT ASSOCIATION

The Student Association is an organization dedicated to providing a focal point for student leadership on the total campus. It is the highest office for student advocacy, and in this role it strives to influence decisions concerning the Illinois State student body. In addition, it endeavors to provide services for its constituency that fill needs created by student demands.

All students are eligible to vote in all SA elections and referendums. SA provides an important means for student input, and exists only by virtue of student participation in its activities.

A few of its activities include:

Consumer Guide Publication — A booklet designed to help new residents to become more easily settled into this community.

Student Stores — An independently financed expanding enterprise attempting to furnish students with textbooks and other commodities at the lowest prices available.

Legal Aid Program — A new program designed to provide all students with advisory legal services at no cost.

Voter Registration Service — An on-going service to insure that all eligible ISU students are able to register at their college addresses.

Information Research Center — A student-run, student-staffed, free information retrieval system.

In addition, SA attempts to extend its input

by maintaining close contacts with both the Association of Illinois Student Governments and the National Student Association, thereby keeping abreast of developments on other college campuses throughout the state and nation.

RELIGIOUS ORGANIZATIONS

In the belief that religion contributes to a stable philosophy of life and that this philosophy, in turn, gives greater meaning and value to a student's life and work, the University has encouraged both denominational and interdenominational student religious activities. On-campus religious organizations include:

- Baha'i World Faith Group
- Baptist Student Movement
- Baptist Student Union
- B'nai B'rith Hillel
- Campus Crusade for Christ
- Chinese Bible Study Group
- Christian Collegian
- Christian Science Organization
- Delta-Pi, Baptist
- Deseret Club
- Fellowship of Christian Athletes
- Friends of the Ecumenical Campus Ministry
- Gamma Delta, for Lutheran students
- Inter-Varsity Christian Fellowship
- Jewish Student Union
- Latter Day Saints Student Association
- The Navigators (Interdenominational Protestant)
- Newman Club, for Catholic students
- Student International Meditation Society
- Universal Life Church Organization
- Wesley Foundation at ISU, for Methodist students

DEPARTMENTAL AND HONORARY SOCIETIES

Most departments in the University sponsor departmental organizations for the students. To recognize students who make outstanding college records, many departments also sponsor honorary societies. Departmental clubs and honorary societies include:

- Administrators Club
- Agriculture Club
- Alpha Beta Alpha (for library science students)
- Alpha Lambda Delta (freshman women's scholastic group)
- Alpha Tau Alpha (agriculture)
- Anthropology Association
- Association for Childhood Education (elementary education students)
- Chemistry Club
- Continuing Education Association
- Council for Exceptional Children Division of Children with Communicative Disorders
- Delta Phi Alpha (German)
- ENACT
- English Club
- Gamma Theta Upsilon (geography honorary)

- German Club
- Geology Club
- History Club
- Home Ec Club
- Iota Lambda Sigma (industrial arts)
- ISU Debs Club (sophomore women)
- Kappa Delta Epsilon (education for women)
- Kappa Delta Pi (education)
- Kappa Mu Epsilon (mathematics)
- Kappa Omicron Phi (home economics)
- La Tertulia Hispanica
- Le Cercle Francais
- Lowell Mason MENC Club
- Mathematics Club
- Omicron Delta Epsilon (economics)
- Omicron Delta Kappa (junior-senior men's academic leadership society)
- Phi Alpha Theta (history)
- Phi Beta Lambda (business)
- Phi Mu Alpha Sinfonia (music)
- Phi Sigma Society (biology)
- Physics Club
- Pi Delta Phi (French)
- Pi Omega Pi (business)
- Red Tassel (junior-senior women's academic leadership society)
- Sigma Alpha Eta (speech pathology-audiology)
- Sigma Delta Pi (Spanish)
- Sigma Tau Delta (English)
- Student Psychological Association

GENERAL CAMPUS ORGANIZATIONS

- American Civil Liberties Union student chapter
- Association of Latin American Students
- Black Businessmen, Unlimited
- Chi Gamma Sigma (Campus Girl Scouts)
- Chinese Students Association
- College Democrats of ISU
- College Republican Club
- Crafts Guild
- Independent Voters of Illinois
- International Relations Association
- ISU Amateur Radio Club
- ISU Dames Society
- ISU Film Society
- ISU Forensic Union
- ISU Tutorial Project
- ISU Veterans Club
- Married Students Association
- Media Enterprises
- Medical Record Society
- New Dimensions
- New Free School
- New Friends of Old Time Music
- Students Against Dystrophy
- Student Alumni Association
- Student Coalition
- Student Drug Education and Coordinating Committee
- Student Education Association
- Students for Social Service
- Student Organization Off-Campus

University Union Board
 Voices in a Vital America (VIVA)
 Women's Liberation
 Zero Population Growth

Walker Hall Men's Association
 Watterson Activity Association
 Wilkins Hall Men's Association
 Wright Hall Association

SERVICE AND SOCIAL ORGANIZATIONS

Alpha Lambda Kappa
 Alpha Kappa Alpha
 Alpha Kappa Lambda
 Alpha Gamma Rho
 Alpha Phi Alpha
 Alpha Phi Omega
 Alpha Psi Omega
 Delta Alpha
 Delta Kappa Delta
 Delta Sigma Phi
 Delta Sigma Theta
 Gamma Kappa
 Greek Council
 Guild (theatre)
 Kappa Alpha Psi
 Lambda Chi Alpha
 Lambda Rho
 Omega Psi Phi
 Phi Chi Omega
 Sigma Nu
 Sigma Phi Epsilon
 Tau Kappa Epsilon
 Tiaka Interest Club for Alpha Kappa Alpha
 Theta Phi Upsilon

RESIDENCE ORGANIZATIONS

Each University residence hall has a student government consisting of elected officers and representatives who serve on hall committees and councils. Projects or items of common interest among the halls are shared through the coordination efforts of the Association of Residence Halls. The residence organizations include:

Adams House
 Atkin-Colby Hall
 Clay House
 Dunn-Barton Hall
 Hamilton-Whitten Hall
 Haynie Hall
 Hewett-Manchester Student Association
 International House
 ISU Association of Residence Halls
 Jefferson House
 La Vista Co-Op
 Madison House
 Mai Kai Co-Op
 Marshall House
 Monroe House
 National Residence Hall Honorary
 (ISU Rho Chapter)
 Phi Kappa Delta Co-Op
 Randolph House
 Smith House
 Tri-Towers Council
 Van Buren House

RECREATION AND SPORTS

A balanced program of athletics is prominent in the activity program of the University. With first emphasis on good sportsmanship, University teams compete in football, cross country, basketball, wrestling, swimming, gymnastics, track, golf, tennis, and baseball. Junior varsity schedules are arranged in football and basketball. Redbird teams compete with teams from other universities and colleges in the Midwest and across the nation.

A student-faculty athletic council helps to advise the President regarding athletic policies.

In addition to intercollegiate athletics for men and for women, the University provides a broad intramural program. Because of the excellent facilities and the well-organized schedule of competition, thousands of students take part in intramural sports.

Intramurals are sponsored by the Campus Recreation Office. Competition in team and individual sports among those living in various housing units and other groups encourages cooperative recreational activities for the physical and social development of all students. Recreation and sports organizations include:

American Heritage Dancers
 Black Belt Karate Club
 Coryphees (pompon dance group)
 Gamma Phi Gymnastics Fraternity
 Hockey Club
 Hockey Club Boosters
 "I" Lettermen's Club
 Judo Club
 Men's PE Club
 Pin Ball League
 Redbird Rooters (student pep group)
 Rugby Club
 Scuba Club
 Shufflin' Shoes (square dance group)
 Ski Club
 Soccer Club
 Sport Parachute Club
 Student Wives Club
 Tae-Kwon-Do Self-Defense
 University Dance Theatre
 Varunas Swim Club

MUSIC ACTIVITIES

Music is an important experience in life, and Illinois State University, recognizing this fact, provides music organizations to enrich the lives of students. These organizations also are of value in preparing students who plan to teach music to instruct similar groups.

Some of the music organizations present programs both on campus and on tour. Music organizations include:

Chamber Orchestra
 Concert Band
 Concert Choir
 Fighting-Fifty-Five
 Interdenominational Youth Choir
 Ladies in Red (women's chorus)
 Lowell Mason (MENC) Club
 Marching Band
 Men's Glee Club
 Stage Band
 Student Chapter of American String Teachers Association
 Treble Choir
 University Dance Theatre
 University-Community Chorus
 University Symphony Orchestra

Membership in these organizations is open to all University students who can qualify.

SPEECH ACTIVITIES

The Forensic Union affords an opportunity for intensive training and extensive participation in competitive intercollegiate tournament debating, audience debating, oratory, and extemporaneous speaking. Any interested undergraduate regardless of previous experience may join. The Forensic Union travels widely off campus and hosts at home one of the nation's oldest and largest college forensics tournaments. On campus programs include audience debates and the oratory division of the annual Edwards Medal Contest.

As a part of the work of classes in interpretative reading, the Department of Information Sciences gives students an opportunity to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best reader of poetry.

THEATRE ACTIVITIES

The Department of Theatre offers courses and activities in theatre, film, and oral interpretation.

The University Theatre presents plays regularly in two theatres: Westhoff Theatre, a 450-seat proscenium theatre, and Allen Theatre, a 150-seat thrust stage theatre that is used largely for student-directed and experimental productions. The University Theatre also supports the Illinois State University Repertory Company which tours the state performing for elementary and high schools.

All students are eligible to participate in all phases of theatre production. Admission to University Theatre productions is free upon presentation of activity card.

As part of the work of classes in Oral Interpretation, the Department of Theatre gives students an opportunity to participate in reading programs. For those interested in reading poetry, participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best reader of poetry.

The Guild and Alpha Psi Omega are student service and honorary organizations.

STUDENT PUBLICATIONS

The University magazine, the **Index**, is published four times a year by a student staff.

The **Daily Vidette** newspaper is published by students to present important campus news and to reflect student life.

Students interested in journalism can get valuable experience in writing, makeup, and editing. For each publication, the Publications Committee selects an editor who appoints a staff of assisting editors and reporters. A faculty general-manager supervises both operations.

STUDENT RADIO STATION

WILN, student operated carrier-current radio station, provides a daily schedule of programming to the campus residence halls for approximately 90 hours each week. Programs include a variety of locally produced news, sports and public affairs programs as well as recorded music. WILN is a campus organization with membership open to students interested in all phases of broadcasting.



New University Union and Auditorium

Other University Programs and Services

UNIVERSITY EXTENSION AND FIELD SERVICES

Illinois State University offers extension courses, short courses, workshops, and conferences. These are designed primarily for teachers, administrators, business personnel, and other adults who wish to improve themselves professionally. Extension offerings are considered an integral part of the total education program offered at Illinois State University. Admission to class work is on the same basis as for courses offered on campus. The extension program includes both graduate and undergraduate courses. Classes are established in off-campus locations where needs justify this service.

Where arrangements are made with other Colleges or Universities to make available appropriate library facilities for a graduate extension course offered by this university, the Graduate School may accept that course as residential for the purpose of meeting degree requirements.

Before each session, the Division of University Extension and Field Services publishes an Extension Bulletin which lists the course offerings, the professors, the centers, and the policies governing extension work. Inquiries about extension work are welcomed.

Correspondence courses are not offered by this university

Illinois State University makes available its facilities and the services of its staff members in an attempt to meet the needs of the various communities. Use of facilities and services is directed through various offices. Information concerning these services and instructions on how to arrange for them may be secured from the Division of University Extension and Field Services.

EVENING AND SATURDAY CLASSES

During the regular school year, Illinois State University offers a number of undergraduate and graduate courses during the evenings and on Saturday mornings. These courses give residence credit which may be used in completing the requirements for degree programs.

SUMMER SESSIONS

The University provides a summer session of eight weeks, a one-week pre-session, a two-week post session, short courses and workshops. The University offers regular courses under the regular instructors, and students may take the same type of work as that offered during the first and second semesters. Limited student teaching and internship facilities are available during the eight-week session for those who are qualified.

In the eight-week session, undergraduate students

may register for nine hours and graduate students may register for eight hours. With permission of the academic adviser, an undergraduate student may register for ten hours and a graduate student may register for nine hours.

Prospective students may secure the annual Summer Catalog by writing to the Director of the Summer Session. This catalog lists courses, costs, special offerings, conferences, exhibits, and other information for the eight-week session, for short courses, and for the post session.

UNIVERSITY PUBLICATIONS

Illinois State University publishes the *University Catalog* and the *Summer Catalog* which includes Short Courses and Workshops.

Illinois Quarterly is published four times a year and contains a variety of scholarly articles from various disciplines. It is under the supervision of the faculty Editorial Committee.

The Register, a monthly newspaper for staff and parents of students, includes news, photographs, and features pertaining to the University and is mailed to their homes. Special alumni issues of the Register are mailed to all alumni four times a year.

Up-Date is a publication of the Office of Research Services and Grants. It is distributed at regular intervals to members of the faculty and describes current developments relating to government support for research and educational activities.

University Report is a news bulletin printed regularly during the academic year and is distributed to all staff members, campus offices, and community leaders.

Information concerning other publications prepared by University departments and divisions, by student groups, and by faculty members may be obtained from the News and Publications Service.

Illinois State University Handbook provides information on University policies and regulations set up by student-faculty boards and by faculty and administrative agencies and officers, under the authority of the Board of Regents governing Illinois State University. The *Handbook* also describes the structure and function of the University and its agencies.

Students, faculty, and staff of Illinois State University constitute an academic community. The University affirms the Guidelines for Individual Action and the General Regulations as enunciated in the *Handbook*. Each member of the community should—when appropriate opportunities occur—reaffirm and communicate these statements, pointing out to those whose behavior is in violation of them that membership in this community implies adherence to them.

TEACHER CERTIFICATES

Each student who completes a bachelor's degree program in teacher education is eligible for one or

more teaching certificates in the State of Illinois.

When a student has completed all the requirements for a degree, the Office of Admissions and Records will issue a card of entitlement for an Illinois Teaching Certificate.

Specific information concerning requirements for certification in Illinois may be obtained at the Office of the Coordinator of Teacher Education. General information may be obtained at the Placement Service or the offices of superintendents of educational service regions.

ALUMNI SERVICES

Through the Alumni Office and Alumni Association, the various alumni clubs and former students maintain contacts with one another and the University. The Alumni Office, located in Rambo House, keeps records on file for more than 44,000 alumni and serves as their headquarters when they are on campus.

The *Alumni Register* is distributed quarterly to all alumni by the association. The association plans class reunions, hospitality rooms at conventions, alumni meetings throughout the state, an alumni travel program, the annual alumni luncheons at commencement and Homecoming, campus student activities through the Student-Alumni Association, and Homecoming. Recent projects of the Alumni Association include the ISU Alumni Sports Hall of Fame, increase in Alumni scholarships, and the Distinguished Alumni Awards in Education.

In addition to the alumni clubs in Illinois, meetings are held periodically in St. Petersburg and Miami, Florida; Southern California; Northern California; Phoenix, Arizona; Denver, Colorado; Washington, D.C.; and New York City.

PLACEMENT SERVICE

The Placement Service serves the University in three ways. It informs students and alumni of the University of available positions, instructs them in making effective applications, helps them to recognize and observe good professional procedures, and provides related information which will help them to secure good positions. It also seeks to aid officials of schools, businesses and governmental agencies to find qualified applicants for positions. It informs students, faculty and departments concerning present supply and demand trends.

THE DEVELOPMENT OFFICE

The Development Office is responsible for creating and carrying out a long-range program for expanding the amount of voluntary financial and other support for the University. Such voluntary support is used to provide scholarships, fellowships, student loans, research grants, equipment, and special purpose academic projects, buildings and facilities not likely to be provided by legislative appropriations. Because the University must use State funds primarily

for additional classrooms and laboratories and for salaries, the support which the Office of Development can generate from individuals, industry, and private foundations provides the Margin of Excellence which enables ISU to continue to be a creative and progressive force in higher education. The Development Office, in actively seeking voluntary support for the University, is carrying on the tradition established by the University's founders, whose solicitation of gifts of money and land made the establishment of the University possible.

THE UNIVERSITY FOUNDATION

The Illinois State University Foundation is a not-for-profit corporation chartered by the State of Illinois for the sole purpose of serving Illinois State University. It does so by inviting, receiving, holding, and administering gifts, grants, and loans to support and enhance the regular activities of the University. The Foundation also acts as agent for the University where appropriate. Because the University achieves its greatest efficiency when its resources are assigned where their marginal yield is highest, the Foundation's first interest is to attract funds the uses of which are free of restriction. Nevertheless, the Foundation will respect the rights of a donor or contractor to specify the use to be made of his funds provided the overall interest of the University is served thereby.

Currently the Foundation holds several hundred thousand dollars in trust and in unrestricted funds. The Foundation maintains an investment program for this money and secures a return in the form of income and capital gains. Funds held in trust include all gifts to the University, the number of which has increased significantly since the establishment of an Office of Development.

Alumni and other friends of the University who seek further information about the purpose of the Foundation, or ways in which they may make contributions to the Foundation, should confer with a representative of the Foundation office.

OFFICE OF RESEARCH SERVICES AND GRANTS

The University's Office of Research Services and Grants is an information and coordinating center for faculty and students who wish to secure financial support from sponsoring agencies, to conduct research projects, training programs and public service activities. Projects and programs funded by Federal agencies and private corporations constitute an important part of the University's involvement in research and development activities. This office serves as a catalyst to stimulate faculty and student interest in research projects, teaching experiments, and community service programs. It provides help in locating appropriate funding sources for new academic endeavors; assists in the development of research proposals; and acts as liaison between the University and funding agencies.

Academic Procedures and Regulations

GRADING SYSTEM

The grades with their value in grade points are as follows:

A	(Passing)	4 grade points per semester hour
B	(Passing)	3 grade points per semester hour
C	(Passing)	2 grade points per semester hour
D	(Passing)	1 grade point per semester hour
F	(Failing)	0 grade points per semester hour
I	(Incomplete)	0 grade points per semester hour
W	(Withdrawal)	0 grade points per semester hour

A, B, C, or D will be recorded for work which has been given a passing grade.

F will be given to (1) students who withdraw from a course at any time without official permission, and (2) students who are in a course all semester but fail to earn a passing mark.

CT (Credit) will be given for passing work (with grade equivalent to A, B, or C) earned under the Pass/Fail Option. NC indicates that no credit (with grade equivalent to D or F) was earned in a course attempted under the Pass/Fail Option.

In a given course grades of CR (Credit) and NC (No Credit) may be the only grades offered. Such variations in grading are permitted only after approval by the Dean of the University.

THE PASS/FAIL OPTION

An undergraduate student (except a first semester freshman) who is not on scholastic probation may choose to register in some courses under an option which allows him to be graded on the basis of CT (credit) or NC (no credit) rather than on the basis of A, B, C, D, or F grades. This Pass/Fail Option is designed to encourage students to enroll in courses they otherwise would not take. Some courses, therefore, including those in a student's major or minor, may not be taken on the Pass/Fail Option. A maximum of 6 semester hours of work under the Pass/Fail Option may be taken each semester,

and a total maximum of 25 semester hours under the Pass/Fail Option may be presented for graduation. Although an entry of CT (credit earned under the Pass/Fail Option) or NC (no credit earned under the Pass/Fail Option) will be entered on the student's record, these entries are not used in computing the grade point average for the student.

Beginning in the fall semester of 1973-74, a grade of CT will be recorded when the grade submitted by the instructor is A, B, or C. A grade of NC will be recorded when the grade submitted by the instructor is D or F.

A student electing the Pass/Fail Option should do so as part of the regular registration process. In no case may a student elect the Pass/Fail Option later than the last day for making program changes. Students who have elected the Pass/Fail Option may return to the letter basis of grading up until the last date for withdrawing from courses.

GRADE POINT AVERAGE

In order to be eligible for graduation, a student must have a minimum grade-point average of 2.0 (C) in all courses taken at Illinois State University. CT, NC, I, and W are not counted.

Failures which have not been cleared by repetition of the courses are considered in the total number of semester hours taken in computing the

grade-point average. The following illustrates the counting of grade points:

<i>Course</i>	<i>Grade</i>	<i>Sem. Hrs. Enrolled In</i>	<i>Sem. Hrs. Earned</i>	<i>Sem. Hrs. Counted for Grade Point Average</i>	<i>Grade Points Earned</i>
American Government 105	D	3	3	3	3
Hygiene 145	CT	2	2	0	0
Fundamentals of Speech 110	A	3	3	3	12
Music Ensemble 139	I	1	0	0	0
Elective	WP	1	0	0	0
Elective	B	3	3	3	9
Elective	F	3	0	3	0
Dance Composition 125	NC	1	0	0	0
		17	11	12	24

The grade-point average is computed by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0. Grades of W, CT and NC do not affect the grade point average.

in computing the grade point average. Students who do not achieve the minimum grade point average as specified will be placed on academic probation.

UNDERGRADUATE SCHOLASTIC HONORS

Dean's List

This list, prepared each semester, includes the names of all undergraduate students who completed 12 semester hours or more with a grade point average of 3.0 or higher during the semester. The 12 hours must be exclusive of any work taken under the Pass/Fail Option.

Honors at Commencement

Students who have an accumulated grade-point average of 3.80 to 4.00 are graduated with High Honors; those with an average of 3.65 to 3.79 are graduated with Honors. These students wear a shoulder loop as part of their academic dress, and their names appear as honor students on the commencement program. All grades earned at this University are counted in computing the grade averages except those earned during the term in which graduation requirements are completed.

SCHOLASTIC REQUIREMENTS

A student to be in good academic standing must have achieved a minimum cumulative grade point average, depending on the number of semester hours taken, as shown in the following chart:

<i>Semester Hours Taken</i>	<i>Minimum Cumulative Grade Point Average</i>
11 or less	1.00
12 - 29	1.40
30 - 44	1.80
45 - 59	1.90
60 or more	2.00

The number of semester hours taken includes all college work taken by the student, but only the grades earned at Illinois State University are used

SCHOLASTIC PROBATION

Students who fail to meet the above requirements are placed on probation for the succeeding semester or session. At the end of any term when a student goes on probation a second or subsequent time, he or she is automatically dropped from the University. A student denied reinstatement at that time may expect to remain out of school one calendar year before the Reinstatement Committee will act favorably on a request for reinstatement. An error in the record or new evidence of academic capability (for example, excellent grades in a semester's work at another school) will result in a review of a student's case when brought to the attention of the Committee. Repeated failures to do satisfactory work may result in permanent exclusion from the University. Information about probation regulations or a student's own probation status may be secured in the Office of the Dean of the University.

REPETITION OF COURSES

Students may repeat a course in which they wish to improve their grades. In such cases the cumulative grade point average will be computed by using both the original and the repeated grades. A student must secure permission from the Dean of the University to repeat a course more than once.

A student who has received a D or an F in a course may petition the Dean of the University to waive the above rule applying to grade point average computation, providing the student has not subsequently taken a more advanced course in the same discipline. In such cases, upon the approval of the Dean of the University the higher grade only will be counted in computing the grade point average. A student may not use a credit earned under the pass/fail option to replace a regular grade previously received in the same course.

A student wishing to remove a failing grade or

to raise the grade point average must repeat the course at this university. Grades earned at other schools cannot be used to replace grades earned at this university.

For students who entered the University prior to September, 1969, the above regulations concerning repetition apply except that in the case of a repeated course only the higher grade will be counted in computing the grade point average.

WITHDRAWAL (less than all classes)

Beginning in the fall semester of 1973-74, a grade of W will be recorded for each course from which a student withdraws officially by filing the proper form with the Registration Office.

A student may not withdraw from a course after the fourteenth week of a semester or after the sixth week of a summer session. The last day of the seventh week is the final withdrawal date for nine-weeks courses during a regular semester. Specific final dates for withdrawals during the two semesters of the academic year are published in the class schedule booklet for each semester. Specific dates for withdrawals during the summer session are published in the Summer Session Catalog. In a case involving prolonged illness, a student may be permitted to withdraw at a later date if such withdrawal is recommended by the University Health Service.

"F" will be given to a student who withdraws unofficially from a course. Withdrawal will be considered unofficial after three weeks of unexplained absence or by the close of the semester, whichever is the shorter time.

WITHDRAWAL (from all classes)

A student who wants to withdraw from all courses should initiate a withdrawal from the University in the Office of Admissions and Records. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter signed by the student sent to the Office of Admissions and Records explaining the situation will be sufficient.

Regardless of the circumstances of withdrawal, the student is responsible for returning any laboratory equipment or library materials. The student should pay any parking fines and remove the parking decal from any registered vehicle. The student must also contact the Housing Office to obtain clearance for room and board obligations and to arrange for vacating the residence hall room. The student should arrange with the Financial Aids Office to place any scholarship on leave or cancel it and arrange a payment plan for any loans.

"F" will be given to a student who withdraws from all courses without initiating a withdrawal with the Admissions and Records Office.

INCOMPLETES

An I (incomplete) will be given to a student who is doing passing work but who, because of ill-

ness or other justifiable reasons, finds it impossible to complete the work by the end of the semester or session. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes sought for reasons other than illness must be approved by the Office of the Dean of the University. Incompletes should be cleared during the next semester or session a student is in school and cannot be cleared after one year has passed.

STUDENT PROGRAM OF COURSES

Academic advisers help students plan their programs each semester. All freshmen and most sophomores are advised through Academic Advisement Services. Juniors and seniors are advised by representatives of the students' major departments.

In each semester of attendance, students should consult their advisers about planning course programs for the following semester.

Before planning a program, a student who is employed must secure a class schedule permit from the Office of Student Financial Aids if priority is desired in scheduling to leave specific hours free for work.

SCHEDULE OF CLASSES

The schedule of classes, prepared by the Dean of the University, is available at the Registration Office about the middle of the previous semester so that students in attendance can plan their programs of courses in advance.

During both semesters, the school day ordinarily consists of 50-minute periods from 8 a.m. to 7:50 p.m. or later, Monday through Friday, and from 8 a.m. to noon on Saturday. Day classes usually meet as many times each week as the semester hours offered for the course. Courses with laboratory work meet for double periods for the laboratory part.

Beginning at 4 p.m., or later, there are also classes meeting for only one weekly session, lengthened to the proper time. Some classes scheduled during evening hours may meet for two or more evenings each week. There are also Saturday morning classes in one session.

A full-time student is in class approximately 17 periods per week.

CLASS LOAD

A student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the head of the major department. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during the student's first semester.

A person who holds a full-time position should not take more than six semester hours of work per semester.

A student must have the permission of the Dean of the University to take any work, including extension or correspondence, at another college or university with concurrent registration at Illinois State University.

CLASS ATTENDANCE

The attendance policy of the University is based on two principles: first, that students are expected to attend class regularly; and second, that the student is primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

CLASSIFICATION OF STUDENTS

Students in the curricula leading to the bachelor's degrees are classified as freshmen, sophomores, juniors and seniors. A student must have completed 30 semester hours to be classified as a sophomore; 60, as a junior; and 90, as a senior.

An unclassified student is one who is not work-

ing toward a degree at this University.

AUDITOR

A student may register as auditor in a class or classes if facilities are available. An auditor does not participate in the activity of the class. He merely listens. To register as an auditor, a student must have the instructor's signature on an auditor's permit which he can obtain from the Registration Office. The auditor fee is shown in the section on costs. Students who are registered for more than six hours for credit may audit courses without additional fees.

TRANSFER TO ANOTHER CURRICULUM

A student wishing to transfer to another curriculum or change major field should report to the Office of Admissions and Records.

Permission to change to a given major field may be sought by consulting the chairman of the department offering the major. Curriculum changes may be restricted by enrollment limitations in some areas.

COURSE CHANGES

No changes are permitted after August 31, 1973, for the first semester and after January 19, 1974, for the second semester. A fee of \$5 is charged for each course change not required by the University.



New DeGarmo Hall

Special Academic Opportunities

THE HIGH POTENTIAL STUDENTS PROGRAM

The High Potential Students (HPS) Program has as its objectives the recruitment and retention of economically or educationally disadvantaged students who, without the financial, academic, tutorial, and counseling assistance provided by such a program, would have less opportunity for a successful college experience. Students are selected for the program after being evaluated on criteria including past academic performance, personal interviews, recommendations by school counselors and other school officials, available test information, and student autobiographies. Economic need and potential for success are the main important determinants for admission to the program.

Academic support services include tutoring and academic advising. Counseling services include personal and social counseling, with appropriate referral to other campus support services already in existence, such as the Writing Laboratory and the Reading and Studies Skills Laboratory. A federally funded component (Special Services) of the program offers vocational counseling and coordinates Work-Study and other employment activities of HPS students. Staff members having major responsibilities in the High Potential Students Program include: Harold W. Alexander, William Savage, Betty L. Henderson, Lucille D. Smith, Jean Wilkerson, Juanita Spears, Dennis Matthews, and a number of other faculty members who serve on a volunteer basis.

STUDIES ABROAD

In keeping with the tradition of a liberal education, Illinois State University encourages qualified students to consider studying in another country. The purpose of study abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another culture. In this way, study abroad may contribute toward intelligent citizenship in the world community. Academic programs for a summer session, a semester, or a year abroad are available to students of Illinois State University.

The University operates three study centers abroad. These centers are located in Salzburg, Austria, Grenoble, France, and Brighton, England. The center in Salzburg is a joint undertaking with Northern Illinois University. The programs at these centers

are designed to be a continuation and enrichment of a student's regular on-campus academic program. Students who are accepted in these programs remain full time students at Illinois State University and all courses offered at the centers abroad are authorized within the ISU (and NIU) curriculum. Thus students studying at these centers abroad carry a full academic load for a semester or year and retain full status as a regular student at the University. The usual pattern is for at least one regular faculty member from ISU to be in residence at each center, serving as both instructor and counselor. The major part of the teaching, however, is done by instructors from the host university who lecture in English.

In addition, there are opportunities to study in other countries. Through its membership in a consortium of universities for international education, individual arrangements can be made for students who wish to study in countries other than those in which ISU has centers.

Most of the courses offered abroad fall in the University Studies category. No science or math courses are offered overseas. Therefore, the sophomore year offers the greatest flexibility for those who wish to study abroad. In some cases it is possible to work out a program of study abroad for the junior year, but this requires careful planning and students should check with their department chairmen before choosing this option. Anyone interested in study abroad should consult with advisers in the Office of International Studies.

In the summer session there are special opportunities for study and service abroad. Study programs are offered in foreign languages, art, music, special education, history, political science, economics, geography, and sociology. Summer programs of study and service have in recent years taken students to Europe, Asia, the Near East, and Latin America.

NATIONAL STUDENT EXCHANGE

In order to make possible an educational experience in cultural and geographic circumstances considerably different from those of central Illinois, Illinois State University inaugurated the National Student Exchange. Sophomores and juniors with a 2.5 cumulative grade point average may take up to a year's study at any one of numerous public colleges and universities in other states at costs equal to what a student who is a resident of that

state would pay. In some cases, scholarship aid may be used.

It is hoped that the exchange of students among institutions will enrich the educational experience of those individuals traveling to distant campuses and those of the host institutions who have a chance to meet and learn from incoming students. Institutions involved in this exchange are Illinois State University, Montana State University, Morgan State College (Md.), Ohio University, Oregon State University, Rutgers College (N.J.), Towson State College (Md.), William Paterson College of New Jersey, West Chester State College (Pa.), and the Universities of Alabama, Hawaii, Idaho, Maine at Fort Kent, Massachusetts (Amherst and Boston), Montana, Nevada (Reno), Oregon, South Florida, and Wisconsin (Green Bay). Others are joining the program each year. For more information, contact the Coordinator of the National Student Exchange Program, 107 Moulton Hall.

HONORS PROGRAM

Illinois State University has an Honors Program which provides a variety of special educational opportunities to superior students. Freshmen and sophomores may enroll in honors sections in a number of University Studies courses. These honors sections are small classes in which the mode of instruction usually puts emphasis on discussion rather than lectures. The objective of an honors section is to encourage synthesis, analysis, awareness, and judgment as well as assimilation of subject matter and processes. Students usually take only one or two honors sections per semester.

Freshmen are eligible for the Honors Program on the basis of rank in the high school graduating class, record of activities in high school, and scores on the American College Test. Other students may be eligible on the basis of a superior grade point average.

Each year the Honors Council identifies a limited number of students as Robert G. Bone Scholars. These scholars are selected on the basis of excellent academic achievement and demonstrated leadership potential, good moral character, broad interests and ability, and respect for others.

Students interested in participating in the Honors Program may secure further information by writing to the Director of Honors at Illinois State University.

Departmental Honors

Juniors and seniors may take honors work in their major field of study. Not all departments, however, offer departmental honors and students should check with their department offices for information. Students who successfully complete honors work in their major are graduated with honors in their discipline.

The Individualized Honors Curriculum

Some carefully selected students are permitted to pursue an individualized course of study which exempts them from many of the prescriptions in the standard curriculum. Students in this program will be permitted to take certain advanced courses by waiver of prerequisites, do considerable independent study, undertake research under the personal direction of a professor and experienced scholar, and to enroll in certain graduate courses. Application for enrollment should be made to the Director of Honors.

CREDIT BY EXAMINATION

Qualified students may receive college credit, or exemption from some course requirements, on the basis of satisfactory performance on proficiency examinations. Students may not earn credit for the same course content twice through the CLEP Subject Examinations, Advanced Placement Program, departmental proficiency examination, or completion of the course. A student may secure specific information on proficiency examinations by inquiring at the Measurement and Evaluation Service, room 115, East Gate Hall, or at the office of the department offering the course for which proficiency credit is sought.

CLEP General Examinations

Illinois State University grants credit by examination toward University Studies for the College Level Examination Program (CLEP) under the following guidelines:

1. Students who score at the fiftieth percentile or above on the national sophomore norms on one or more of four of the General Examinations (Humanities, Mathematics, Natural Sciences, and Social Sciences-History) will be awarded six semester hours credit toward University Studies in each area passed for a maximum of 24 possible credit hours. Credit is not currently available for the English Composition General Examination.

2. Students who desire to take the CLEP General Examinations are encouraged to do so before enrolling for courses at the University. Students may take the CLEP General Examinations at ISU at times specified by the Measurement and Evaluation Service or at any CLEP Open Test Center. Students who do not take the examination at ISU should have their individual scores forwarded to the Measurement and Evaluation Service at ISU. Students who take the CLEP examinations are individually responsible for the cost of the examinations.

3. Academic credit for CLEP will be given by the University only to students who are admitted to and register for classes at the University. Credit for CLEP General Examinations shall count toward University Studies requirements and university electives only. A student may not use the CLEP General Examinations to raise grades or remove failures in courses already taken. All credit for CLEP Gen-

eral Examinations shall be considered credit at the 100 level.

4. Students who are awarded credit for CLEP General Examinations are advised not to enroll for the following courses in the area or areas in which credit is awarded: Humanities: English 104, 110, 150; Art 150; Music 151. Mathematics: Mathematics 107, 108, 110, 120. Natural Sciences: Biological Sciences 100; Physics 105. There are no exclusions in the Social Science-History area.

5. The CLEP General Examinations are an addition to, not a replacement of, other forms of proficiency examinations, specifically department developed course proficiency examinations and CLEP Subject Examinations. However, a student will not receive proficiency credit for both an area of the CLEP General Examinations and a basic course proficiency examination in an area of the CLEP Examination for which the student has received credit.

6. The amount of academic credit that can be earned through any one of the four General Examinations will be reduced by the amount of academic credit previously earned in that area of study and by the amount of potential credit for current enrollment in any reasonably related course.

7. Credit will not be awarded for CLEP in those areas in which academic credit is earned through Advanced Placement Examinations.

CLEP Subject Examinations

In addition to the opportunities provided by the CLEP General Examinations described above, several departments grant credit by examination in specific subject areas covered by CLEP Subject Examinations. Courses approved for credit under this program are Economics 100 and 101, History 123 and 124, Mathematics 115 and 116, Political Science 105, Psychology 111, and Sociology 106.

Students may secure information on taking the examinations, on fees, and on passing scores from the Measurement and Evaluation Service at ISU.

Advanced Placement Program

Examinations taken in high school in the Advanced Placement Program sponsored by the College Entrance Examination Board will give college credit to those students who have passed one or more advanced placement examinations with grades of 5, 4, or 3, as shown on page 36. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program.

State Latin Examination

A student who receives a rating of Superior or Excellent in the State Final Latin IV Examination for high school students will be granted eight semester hours of credit in Latin upon registration at this university.

LIBRARY RESOURCES

The collections of the University Library include 547,000 cataloged books and 160,500 U.S. Government publications, a total of 707,500 volumes. Many thousand additional publications are available in miniature in 28,000 reels of microfilm and 521,000 microcards and sheets of microprint. The Map Collection contains 180,000 maps and other cartobibliographic items and a record collection of 10,000 phono-records of music and literature is available.

The Library's associate membership in the Center for Research Libraries makes the resources of that 3,000,000-volume collection available for members of the faculty and students. A teletypewriter in Milner Library links the Library with more than a hundred research libraries throughout the country, and a courier service brings books from the University of Illinois Library twice weekly.

A new \$8,000,000 library building now under construction is expected to be available for use in September, 1974.

LABORATORY SCHOOLS

Metcalf Elementary School and University High School serve the University as laboratories for research relating to curriculum development, the teaching-learning process, and aspects of teacher education. These schools also produce demonstrations of quality teaching and provide a milieu for the retraining and updating of teachers from the public schools. Metcalf Elementary School includes pupils from grades pre-K through 8, in addition to classrooms for special education. University High School enrolls students in grades 9 through 12.

These schools cooperate closely with the departments of the University in their attempts to innovate effective new curricula to meet the needs of the public schools and to discover increasingly effective techniques for educating children. In addition, the laboratory schools provide the broad range of students and classes necessary for research into the improvement of teacher education.

<i>Advanced Placement Examination</i>	<i>Score Required</i>	<i>Credit or Exemption Allowed</i>
American History	5, 4, or 3	History of the United States 135 and 136; total, 6 sem. hrs.
Art (Studio)	5, 4, or 3	Introductory Art Workshop 100, 2 sem. hrs. Visual Elements, 103, 2 sem. hrs. Basic Drawing, 104, 2 sem. hrs.; total 6 sem. hrs.
(History)	5, 4, or 3	Art Appreciation, 150, 2 sem. hrs. Survey of Art I, 155, 3 sem. hrs. Survey of Art II, 156, 3 sem. hrs.; total 8 sem. hrs.
Biology	5, 4, or 3	Introduction to Biological Science 100, General Zoology 190, and General Botany 121; total, 11 sem. hrs.
Chemistry	5 or 4	General Chemistry 140 and General Chemistry 141; total, 10 sem. hrs.
English	3 5	General Chemistry 140, 5 sem. hrs. Language and Composition 101, 3 sem. hrs.; and introductory literature, 3 sem. hrs. (Group III A of University Studies)
European History	4 or 3 5, 4, or 3	Language and Composition 101; 3 sem. hrs. History of Modern Europe I, 1300-1815, 123 and History of Modern Europe II, 1815-Present 124; total, 6 sem. hrs.
Foreign Languages		
Latin (Vergil Examination)	5 or 4 3	Credit for Latin 116. 4 sem. hrs. Exemption without credit from Latin 116.
Latin (Lyric Examination)	5 or 4 3	Credit for Latin 202. 4 sem. hrs. Exemption without credit from Latin 202.
Latin (Prose Examination)	5 or 4 3	Credit for Latin 201. 4 sem. hrs. Exemption without credit from Latin 201.
French (Literature Examination)	5 or 4	Credit for French 221, 222. Maximum credit, 6 sem hrs.
French (Language Examination)	3 5 or 4	Exception without credit for French 221, 222. Credit for French 115 and 116. Maximum credit, 8 sem. hrs.
German	3 5 or 4	Exemption without credit for French 115 and 116. Credit for German 115 and 116. Maximum credit, 8 sem. hrs.
Spanish	3 5 or 4	Exemption without credit for German 115 and 116. Credit for Spanish 115 and 116. Maximum credit 8 sem. hrs.
	3	Exemption without credit for Spanish 115 and 116.
Mathematics		
Calculus Test BC	5 or 4 3	Analytic Geometry 112, Calculus 115 and 116; total, 12 sem. hrs. Analytic Geometry 112 and Calculus 115; total, 8 sem. hrs.
Calculus Test AB	5 or 4 3	Analytic Geometry 112 and Calculus 115; total, 8 sem. hrs. Analytic Geometry 112; 4 sem. hrs.
Music	5, 4, or 3	Survey of Music Literature, 151, 2 sem. hrs. Music of 20th Century America, 152, 2 sem. hrs. Literature of Music, 252, 2 sem. hrs.; total 6 sem. hrs.
Physics		
Test B	5, 4, or 3	General Physics 108 and 109; total 10 sem. hrs.
Test C Part I	5, 4, or 3	General Physics 110; 5 sem. hrs.
Part II	5, 4, or 3	General Physics 111; 5 sem. hrs.

A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

Academic Programs

Undergraduate Programs, page 40

Graduate Programs, page 73



FIELDS OF STUDY AND DEGREES OFFERED

The University offers a wide range of academic programs from bachelor's degrees through master's and doctoral degrees. General information about both undergraduate and graduate degree requirements and

specific academic program requirements are described in this section of the catalog. All references to hours are to semester hours.

Accounting (see Business for graduate program)	B.S.
Agriculture	B.S., B.S. in Ed.
Anthropology (see also Sociology-Anthropology)	B.A., B.S., B.S. in Ed.
Art	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed., Ed.D.
Arts and Sciences	B.A., B.S.
Audiovisual Instruction (undergraduate minor only; see Instructional Media for graduate program)	B.S.
Biological Sciences	B.A., B.S., B.S. in Ed., M.S., M.S. in Ed., Ph.D.
Business (graduate programs in Accounting, and Business Administration)	M.A., M.S.
Business Administration (see Business for graduate program)	B.S.
Business Education	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Chemistry	B.A., B.S., B.S. in Ed., M.S., M.S. in Ed.
Corrections	B.A., B.S.
Counselor Education	M.A., M.S., M.S. in Ed.
Dance Education - Physical Education	B.A., B.S., B.S. in Ed.
Economics	B.A., B.S., B.S. in Ed., M.A., M.S.
Educational Administration	M.A., M.S., M.S. in Ed., Spec. in Ed., Ed.D., Ph.D.
Elementary Education	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
English	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Ethnic and Cultural Studies (undergraduate minor only)	
French	B.A., B.S., B.S. in Ed., M.A.
Geography	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Geology	B.A., B.S., B.S. in Ed.
German	B.A., B.S., B.S. in Ed.
Health and Physical Education	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Health Education	B.S. in Ed.
History	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Home Economics	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Industrial Technology	B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Instructional Media	M.S., M.S. in Ed.
Journalism (undergraduate minor only)	
Junior High School Education	B.A., B.S., B.S. in Ed.
Latin (undergraduate minor only)	
Latin American Studies (undergraduate minor only)	
Library Science	B.A., B.S., B.S. in Ed.
Mathematics	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Medical Records Administration	B.S.
Medical Technology	B.S.
Music	B.A., B.M., B.M. in Ed., B.S., B.S. in Ed., M.A., M.M., M.M. in Ed., M.S.
Philosophy	B.A., B.S.
Physical Sciences	B.S., B.S. in Ed.
Physics	B.S., B.S. in Ed.
Political Science	B.A., B.S., B.S. in Ed., M.A., M.S.
Psychology	B.A., B.S., B.S. in Ed., M.A., M.S.
Reading	M.S. in Ed.
Recreation and Park Administration	B.S.
Russian	B.A., B.S. in Ed.
School Psychology	M.A., M.S., M.S. in Ed.
Social Sciences	B.A., B.S., B.S. in Ed.
Sociology	M.A., M.S.
Sociology - Anthropology	B.A., B.S., B.S. in Ed.
Spanish	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Special Education	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Speech Communication	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Speech Pathology - Audiology	B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
Supervision	M.A., M.S., M.S. in Ed.
Theatre	B.A., B.S., B.S. in Ed., M.A., M.S.
Western European Studies	M.A.

Undergraduate Programs

Undergraduate Degrees

UNDERGRADUATE DEGREE REQUIREMENTS

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Music, and Bachelor of Music Education degrees. When applying for graduation, the student indicates the specific degree desired which he or she is qualified to receive.

Liberal arts or non-teacher education students who are candidates for the B.A. or B.S. degree must complete a major or comprehensive major field of study. Completion of a minor, minors, or double major is optional.

Teacher education students who are candidates for a B.A., B.S., or B.S. in Ed. degree must complete professional education requirements and have both a major and a minor or a comprehensive major approved for teacher education.

Other degree requirements include:

Bachelor of Arts

University Studies requirements.
General requirements for graduation.
Field or fields of study requirements.
32 hours in humanities and social sciences.

Three semesters or equivalent of foreign language, with at least one semester at the level of 115 or higher taken in college (the Department of Foreign Languages establishes high school and proficiency equivalents).

Bachelor of Science

University Studies requirements.
General requirements for graduation.
Field or fields of study requirements.

Bachelor of Science in Education

University Studies requirements.
General requirements for graduation.
Teacher education approved major and minor or comprehensive major.
Professional education requirements.

Bachelor of Music

University Studies requirements.

General requirements for graduation.
Music field of study requirements.

Bachelor of Music Education

University Studies requirements.
General requirements for graduation.
Music field of study requirements.
Professional education requirements.

GENERAL REQUIREMENTS FOR GRADUATION

The following graduation requirements apply to all students who complete graduation requirements on September 1, 1973, or thereafter. Meeting graduation requirements is the individual responsibility of each student. The student and adviser should check the student's program of courses frequently to assure that the student is fulfilling graduation requirements.

1. The actual hour requirement for an undergraduate degree varies by the program or combination of programs that a student elects. A student must have a minimum of 120 hours of credit. There are some curricula or combination of fields which require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient course work to total at least 120.

2. The senior college hours (courses numbered 200 or above) must total at least 42 hours. Course work transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. No credits from two-year colleges may be counted as senior level.

3. The grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the major field and in the minor field, if the student has a minor.

4. Each Incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation if the course is to be used in meeting graduation requirements.

5. The residence requirement is completion of one-half of the last two years (a minimum of 30 hours) at Illinois State University.

6. Each student must pass an examination on the Constitution of the United States and the State

of Illinois and on the proper use of the American flag. It is given on five different dates throughout the year as listed on the Instructions for Registration for each semester and for the eight-week summer session. It is also administered to all students enrolled in Political Science 105. A student may also meet this requirement by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.

7. A student may not present for graduation more than 32 hours by extension and correspondence. Of the 32 hours, not more than 16 hours by correspondence will be accepted.

For a student in regular attendance during at least one term of each academic year, the requirements for graduation are those specified in the catalog for the year the student entered the University. If attendance is not continuous, a student must meet the requirements specified in the current catalog. If such a student continues in the curriculum chosen originally, the credits earned in meeting the requirements under an old program will apply in a revised program. In all instances, the University may adjust graduation requirements to insure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

A student who transfers from a two-year college to this University in June of 1972 or thereafter may choose to meet graduation requirements specified in the Illinois State University catalog in effect at the time the student entered the community college if the student had planned a program with a view toward entering this University and if the following requirements are met:

1. The period of attendance at the community college must not have exceeded two calendar years.
2. Transfer to Illinois State University must have occurred not later than six months following attendance at a community college.

Since University programs are continuously evaluated and improved, a student is allowed to graduate under new requirements published while the student is in attendance at the University. A student who changes to new catalog requirements, however, must meet all the new catalog requirements except for

University Studies.

During the early part of a student's senior year, the Office of Admissions and Records will inform the student of the graduation requirements still to be fulfilled.

Each student should apply for graduation on the date specified in the Instructions for Registration and in the University calendar. The student pays a \$10 graduation fee when applying for graduation, unless the fee is covered by a State Scholarship.

In determining specific program requirements, a student should consult the following sections of the catalog:

1. The "University Studies" section;
2. The "Undergraduate Fields of Study-Major and Minor Programs and Program Requirements" section; and,
3. The "Teacher Education" section if the student seeks teacher certification.

SECOND BACHELOR'S DEGREE

A student who has received one bachelor's degree from Illinois State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University. All specified requirements for the second degree must be met, and the program of studies completed for the second degree must include at least 32 hours of work not counted for the first degree. At least 24 of the 32 hours offered toward the second degree must be senior college level (courses numbered 200 and above).

COMMENCEMENT

Degrees are conferred and diplomas awarded after the close of each semester and summer session. Commencement is held once each year at the end of the second semester. Undergraduate students completing requirements prior to Commencement as well as those who expect to complete degree requirements at the close of the following summer session may participate in Commencement exercises.



University Studies

Each student seeking a bachelor's degree must complete either the University Studies or Individual University Studies program described below. The purpose of University Studies is to provide the student breadth through a familiarity with disciplined inquiry in the humanities, natural sciences, social sciences, fine arts and communication. Students must apply for the Individual University Studies program during the freshman year. Other students are assumed to be completing the regular University Studies program. The Credit by Examination section of this catalog describes how a student may meet some University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

Community College Transfer Students: A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to the University from a public community college in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirement. Other transfer students must complete the regular University Studies program.

Teacher Certification: Students who plan to teach should be familiar with the general education requirements for teacher certification in Illinois and the requirements for admission to the University's teacher education program. Both are described in the "Teacher Education" section. Students planning a career in teacher education can meet these requirements within University Studies, but they must plan their program accordingly.

International University Studies: Credit in University Studies may be earned through the International Education program. Information is available from the Director of International Studies.

Experimental University Studies Courses: The Council on University Studies approves, in addition to the regular courses listed, Experimental University Studies courses which may also be used to satisfy requirements in the specified groups. These 189, 289, or 389 courses do not appear in the course section of the catalog but are identified by title below. Information concerning new experimental courses is available through advisers.

UNIVERSITY STUDIES PROGRAM

Students in this program must complete a minimum of 42 hours of University Studies exclusive of courses taken in the student's major department. A minimum of 6 hours and a maximum of 12 hours is taken in each of the five areas. Courses required in a student's major field which are not in his or her major department and courses in a student's minor field may be counted toward University Studies.

The program requires neither specific courses nor courses from specific departments. However, within each area, a student is limited to either two

courses or a total of 6 hours (whichever is greater) from a single department.

Teacher education students who follow this program are advised to plan their programs so they will meet State requirements in general education for teacher certification as well as the requirements for admission to the University's teacher education program.

Students who select either the interdisciplinary comprehensive majors in Arts and Sciences or in Social Sciences may count any University Studies course toward the 42 hours required in this program without regard to the exclusion of courses taken in the student's major field.

Courses approved for University Studies are listed below and identified in the course section of the catalog by the symbol US.

Group A Communication and Fine Arts

6-12 Semester Hours

Art 100, 150, 250, 289 (Black Art), 370.
English 101, 145, 189 (Advanced Exposition), 189 (Introduction to Creative Writing), 241, 243, 245, 247, 347, 348.

Foreign Languages 101 and 111*, 112, 113, 114, 115, 116, 118, 189 (Elementary Chinese), as appropriate to level of previous language instruction.

*A student must complete both semesters of the first year of a foreign language to receive credit toward graduation.

Music 100, 101, 102, 103, 104, 139, 151, 152, 181-188, 189 (Black Music), 239, 250, 281-286, 288, 351.

Speech Communication (Information Sciences), 110, 123, 125, 160, 301, 302, 303, 304, 321, 360.

Theatre 130, 141, 159, 189 (Experiencing Non-Dramatic Literature through Performance), 189 (Black Theatre Workshop), 232, 239, 250, 270, 341, 345, 365.

Other Courses:

Art-Music-Theatre, with exception of majors in these fields, 189 (Passport Credit for Aesthetic Experiences).

Business Education 115.

Health and Physical Education 123, 124, 125, 134, 163, 164, 261, 262, 362, 363.

Journalism (Information Sciences), 167.

Library Science (Information Sciences), 120.

Mathematics 168.

Philosophy 110, 210, 231.

University Studies 189 (Communication in Helping Interviews).

Group B Humanities

6-12 Semester Hours

English 102, 104, 105, 109, 110, 130, 150, 189 (University Studies in English), 213, 214, 215, 216, 217, 218, 219, 222, 223, 231, 232, 233, 234, 235, 250,

251, 252, 254, 255, 256, 285, 286.

Foreign Languages 105 and all literature courses numbered 200 or above.

History: any history course **except** 287, 299, 306, and 390.

Philosophy 100, 130, 200, 203, 207, 208, 209, 232, 254, 255, 289, 302, 320, 350, 360, 361, 362.

Other courses:

University Studies 100 and 101 (Humanities I and II). Art 155, 156.

Music 253, 254.

Theatre 300, 333, 335.

Group C Natural Sciences and Mathematics

6-12 Semester Hours

Biological Sciences 100, 121, 122, 123, 181, 182, 190, 191, 192, 201, 260, 294.

Chemistry 102, 104, 110, 112, 114, 140, 141, 150, 220.

Geography-Geology 100, 110, 175, 180, 185, 200, 202, 275, 289 (Geology of Natural Resources).

Mathematics 103, 104, 105, 106, 115, 116, 120, 121, 135, 136, 151.

Physics 100, 101, 102, 105, 108, 109, 110, 111, 201.

Group D Social and Behavioral Sciences

6-12 Semester Hours

Economics 100, 101, 130, 131, 205, 210, 215, 225, 320, 326, 330, 331, 333, 335, 339, 340, 341, 345, 350, 372.

Geography-Geology 135, 150, 205, 208, 210, 215, 220, 225, 230, 240, 245, 250, 255, 260, 320, 325, 330, 335, 345.

Political Science 105, 141, 189 (Political Role of Blacks in the United States), 211, 213, 215, 217, 221, 222, 229, 231, 241, 242, 243, 244, 245, 251, 252, 253, 262, 264, 289 (Black Politics), 289 (Workshop in Political Participation), 310, 312, 313, 315, 316, 329, 330, 331, 344, 345, 346, 347, 348, 351, 354, 356, 362, 363.

Psychology 111, 131, 232, 301, 302, 305.

Sociology-Anthropology 106, 131, 160, 180, 182, 183, 189 (Social Science Methodology), 244, 261, 262, 263, 264, 267, 268, 280, 281, 282, 283, 284, 289 (Social Science Methodology), 312, 332, 350, 365, 366, 367, 370, 371, 380, 381, 382, 384, 385.

Speech Communication (Information Sciences), 223, 323, 324, 325, 329, 370.

Group E General University Studies

6-12 Semester Hours

In addition to the interdisciplinary and applied courses listed below, the following courses may also be used to satisfy Group E Requirements:

1. Any departmental Independent Study Project not in the student's major field, *provided* that the project is approved in advance by the Dean of Undergraduate Instruction;

2. Any 306 (Regional and Area Studies) course; and,

3. Any Experimental University Studies course (189, 289, and 389) approved for Group E.

Other courses include:

Accounting 131, 132.

Agriculture 100, 110, 150, 170, 189 (Man and Food), 189 (Soils), 289 (Behavior of Domestic Animals).

Allied Health 189 (Man and His Environment).

Biological Sciences 102, 145, 189 (Animal Behavior), 289 (Ecology of Man).

Business Administration 110, 111.

Business Education 111, 112, 330.

Corrections 101.

Education — the following courses for **non-teacher education students only**: 228, 231, 235, 328, 335, 336.

Educational Administration 289 (Leadership in Educational Institutions).

Educational Media (Information Sciences), 241.

Foreign Languages 189 (Chicano and Puerto Rican Studies).

Geography-Geology 289 (Environmental Geology).

Health and Physical Education: all 100 through 149 courses (**except** for dance courses 123, 124, 125, and 134 included in Group A); and 173, 180, 181, 182, 225, 340; and 151-154 for men physical education minors only.

Home Economics 106, 131, 132, 330.

Industrial Technology 389 (Man and Technology).

Library Science (Information Sciences), 115, 301.

Philosophy 120, 206, 211.

Speech Communication (Information Sciences), 210, 260, 262, 263, 264, 265, 270, 361.

Speech Pathology and Audiology 115, 120.

INDIVIDUAL UNIVERSITY STUDIES PROGRAM

Any freshman student who has completed fewer than 25 hours may elect the Individual University Studies program as an alternative to meeting the requirements specified in the regular University Studies program. This option allows the student and his or her faculty adviser to plan a completely individualized program which considers the student's previous experience and particular interests. A student interested in pursuing the program should:

1. Obtain information and Individual University Studies (IUS) material from the Office of the Dean of Undergraduate Instruction.

2. Meet with his or her faculty adviser to discuss an individualized program and complete the plan of study which outlines the minimum of 42 hours (exclusive of courses taken in the student's major department) that will be taken to complete the program. The IUS plan of study may utilize any course in the University. It is not necessary that the plan include the 6-12 hours area requirement of the regular University Studies program.

3. Submit a completed plan of study to the Office of the Dean of Undergraduate Instruction. The program will be approved if (a) the student has completed fewer than 25 college hours, and (b) the IUS contract is agreed to by both the student and

his or her faculty adviser. Changes may be made later in the plan of study contract by agreement between the student and adviser.

4. Submit to the Dean of Undergraduate Instruction during the semester in which the student will complete the IUS contract, a listing of courses actually completed or in process which will complete the program. This information is submitted to the

Registrar to validate the successful completion of the student's IUS program.

Teacher education students who elect this program are advised that they are individually responsible for meeting the general education requirements for teacher certification and requirements for admission to the University's teacher education program. Students may meet these requirements within the IUS program, but must plan their programs accordingly.

Teacher Education

This section of the catalog provides information needed by students in teacher education programs only. Students seeking further information or clarification on information presented here should contact the Coordinator of Teacher Education.

Students are advised that the teacher education certification requirements provided here are for Illinois and that they should consult certification requirements for other states if they desire to be certified for teaching elsewhere.

Students who complete a bachelor's degree program in teacher education at Illinois State University have their transcripts stamped, "Student has completed NCATE program in teacher education." (NCATE is the National Council for Accreditation of Teacher Education.) Students interested in completing a teacher education program at Illinois State must be admitted to a teacher education program, complete both professional and general education requirements appropriate to the level of certification (high school, junior high school, elementary, or special education), and successfully complete student teaching.

TEACHER EDUCATION ADMISSION-RETENTION PROGRAM

The following policies concerning admission-retention in teacher education programs apply to students who first enrolled as freshmen at Illinois State in September of 1970 or thereafter or as transfer students in June of 1971 or thereafter.

The Coordinator of Teacher Education administers the procedures for admission to programs of teacher education based upon the stated eligibility requirements. Additional requirements for admission to teacher education may be established by the department. A student should obtain information on these requirements from the department in which he or she is majoring.

A student will not be assigned to student teaching unless he or she has been formally admitted to teacher education programs and all stipulated prerequisites for student teaching are satisfied.

A student may elect a maximum of 9 semester hours of undergraduate study in education without formal admission to teacher education programs. Ex-

ceptions beyond this maximum are approved by the Coordinator of Teacher Education. General or exploratory study in education is encouraged, but students seeking to satisfy teaching certification requirements should do so by formal admission to appropriate teacher education programs.

ADMISSION TO TEACHER EDUCATION PROGRAM

Each student planning to enter a teacher education program must meet the eligibility standards and follow the procedures for admission to teacher education programs as follows:

1. Eligibility for Application to Teacher Education Programs

a. A student who wishes to enter a program of teacher education may request formal admission to that program after the completion of 45 hours, at least 12 of which must be earned at Illinois State University.

b. Freshman or sophomore students may pursue study as "Majors" in any area including elementary education or special education, but their formal admission to programs of teacher education must be consistent with the above regulation. Lower division undergraduate students who wish to take immediate advantage of teacher education scholarships must submit a declaration of intent for subsequent admission to teacher education programs.

c. A student seeking admission to a teacher education program must have a cumulative grade point average of 2.2 or higher for all undergraduate credit at the time of admission to the program.

d. A student seeking admission to a teacher education program must receive an eligibility recommendation from the Departments of English and Information Sciences.

(1) In order for a student to receive an eligibility recommendation in English, the student must have earned a C or higher in English 101. A student who receives credit by proficiency examination in English 101 will receive a recommendation. A student who takes English 101 on pass/fail will receive

a recommendation if the actual grade turned in by the instructor is C or higher. A student who receives a D in English 101 must repeat the course and earn a higher grade in order to receive an eligibility recommendation.

(2) In order for a student to receive an eligibility recommendation in Information Sciences, the student must have earned a C or higher in Speech Communication 110 and must have cleared any identified speech disorder. A student who receives credit by proficiency examination in Speech Communication 110 will receive a recommendation. A student who takes Speech Communication 110 on pass/fail will receive a recommendation if the actual grade turned in by the instructor is a C or higher. A student who receives a D in Speech Communication 110 must repeat the course and earn a higher grade in order to be recommended for student teaching. Any student who presents transfer credit in meeting the speech requirement must secure a speech check from Information Sciences.

e. A transfer student may be admitted to a teacher education program only after completion of a minimum of 12 hours of credit at Illinois State University. A grade point average of 2.2 must be earned in this residence study.

2. Procedures for Admission to Teacher Education Programs

Application forms for admission to teacher education are obtained from the Office of the Coordinator of Teacher Education. The office attempts to mail these forms to students who are eligible for admission to teacher education. It is the student's responsibility, however, to secure the form. Students must obtain and complete the forms and return them to the Office of the Coordinator of Teacher Education by established and publicized deadline dates. Among materials submitted and considered for admission are the following:

a. Recommendations: Recommendations are to be obtained from the student's adviser and from a present or previous college instructor of the student.

b. Interviews: All students should be available for interviews upon request.

c. Entrance, Psychological, or Aptitude Exams: Students may be requested to take certain examinations for the purpose of assessing potentiality for teacher preparation and educational careers.

After application forms have been checked, students will receive formal notification as to their admission or nonacceptance from the Coordinator of Teacher Education.

RETENTION IN TEACHER EDUCATION PROGRAM

In recognition of its responsibility to the schools in which its graduates teach, the University maintains a program of selective retention of candidates for the teaching profession. Thus, the University seeks to avoid recommending a candidate for a stu-

dent teaching assignment or for certification unless that candidate has good character, sound mental and physical health, academic competence in his or her overall studies, teaching fields, and professional studies (see the requirements for student teaching).

A Teacher Education Board has been established to review individual cases and to determine possible suspension or expulsion from teacher education programs for reasons of academic, social, personal, or psychological problems. Formal requests for such action must be submitted by faculty members or administrative officers of the University, first to the appropriate department chairman for consideration and response prior to submission to the Coordinator of Teacher Education for Board review. Requests for readmission to teacher education programs also are considered by the Board. The Board meets at least once each semester.

PROFESSIONAL PREPARATION FOR TEACHER EDUCATION CERTIFICATION

In order to qualify for certification, each student in a teacher education program must complete: (1) a distribution of course work in general education (this may be and is usually done within the University Studies program), (2) courses in professional education appropriate to high school, junior high school, elementary, or special education, and (3) a teacher education approved major and minor field of study or a teacher education approved comprehensive major.

HIGH SCHOOL TEACHER PREPARATION

1. **General Education Requirements.** The following 42-hour general education requirement for high school teacher certification may be met within Illinois State's University Studies program so that, with appropriate course selections, a student meets both program requirements simultaneously:

8 hours of Language Arts.

6 hours of Science and/or Mathematics.

6 hours of Social Science, including a course in American History or Government.

6 hours in Humanities.

3 hours in Health and Physical Education from Health and Physical Education courses numbered 100-149, 163, 164, 173, 180, 181, 182, 261, 262, 340, 361, 362, 363 or Biological Sciences 145, 181, 182.

Additional hours in any above fields and/or Psychology (except Educational Psychology) to total 42 hours.

2. **Professional Education Requirements.** Each student preparing to teach at the high school level must complete one of the following two programs in professional education. The first program, recommended for all students, includes:

24 hours.

Required courses: Psychology 215; Education 200 (8 hours), 231 or 228 or 235, 399 (10 hours).

The second, an older program in which some

courses are not currently offered at Illinois State, includes:

24 hours.

Required courses: Psychology 215; Education 215, 216, 218, 231, 399 (10 hours).

Experimental Urban Education Program. The University presently offers a limited experimental program for high school teachers in the inner-city, which is designed to prepare teachers for urban secondary schools. Students interested in this program, which features community-based on-site course work and teaching experiences in inner-city schools, should consult the chairman of the Department of Curriculum and Instruction. The program, which includes both on and off-campus work, includes:

29 hours.

Required courses: Psychology 215; Education 200 (4 hours), 228, 232, 389 (Urban Community Involvement), 389 (Urban Education: Problems and Projects), 399 (10 hours).

3. Field of Study Requirements. The approved teacher education major and minor or comprehensive major may be selected from among the following programs which are described in detail in the undergraduate field of study section of the catalog:

Field of Study	Comprehensive		
	Major	Major	Minor
Agriculture	*	*	*
Anthropology	*		*
Art		*	*
Audiovisual Instruction			*
Biological Sciences	*	*	*
Business Education	*	*	*
Chemistry	*		*
Dance Education -			
Physical Education		*	*
Economics	*		*
English	*	*	*
Ethnic and Cultural Studies			*
French	*		*
Geography	*	*	*
Geology	*		*
German	*		*
Health and Physical			
Education	*	*	*
Health Education	*		*
History	*	*	*
Home Economics	*	*	*
Industrial Technology	*	*	*
Journalism			*
Latin			*
Latin American Studies			*
Library Science	*		*
Mathematics	*	*	*
Music		*	*
Philosophy			*
Physical Sciences		*	*
Physics	*		*
Political Science	*		*
Psychology	*		*

Field of Study	Comprehensive		
	Major	Major	Minor
Russian	*		*
Social Sciences		*	
Sociology - Anthropology	*		*
Spanish	*		*
Special Education		*	
Speech Communication	*		*
Speech Pathology -			
Audiology		*	*
Theatre	*		*

JUNIOR HIGH SCHOOL PREPARATION

1. General Education Requirements. A student may meet the following general education requirements and the University Studies requirement simultaneously. Courses beyond the 42 hours required for University Studies should be selected from among the courses approved for University Studies. The 48-hour general education requirement for the junior high school program includes:

- 9 hours of Language Arts.
- 7 hours of Humanities.
- 12 hours of Social and Behavioral Sciences.
- 7 hours of Natural Sciences.
- 5 hours of Mathematics.
- 4 hours of Health and Physical Education.
- 4 hours of Applied Sciences.

2. Professional Education Requirements. The certification requirements in professional education at the junior high level include:

28 hours

Required courses: Elementary Education 210, 220, 290; Education 200 or 215 (2 hours), 231 or 228 or 235, 399 (8 hours); Psychology 302.

Elective course: 2 hours in Education or Psychology.

3. Field of Study Requirements. The student must also complete 36 to 52 hours in one or two areas of specialization for the contemporary junior high/middle school curriculum. These teaching areas typically include: Language Arts, Social Studies, Science, Mathematics, Physical Education, Home Economics, Industrial Arts, Art, Music, and Modern Languages. Students, working closely with an adviser, should select course work as a part of the major which is consistent with state and regional as well as local district standards for teaching at the junior high school level.

ELEMENTARY SCHOOL PREPARATION

1. General Education Requirements. The 78-hour general education requirement for an Elementary Education student includes:

- 8 hours in Language Arts.
- 6 hours in Science.

6 hours in Social Science, including a course in American History or Government.

6 hours in Humanities, including at least 1 hour in Music and 1 hour in Art.

4 hours in Mathematics.

3 hours in Health and Physical Education courses from Health and Physical Education courses numbered 100-149, 163, 164, 173, 180, 181, 182, 261, 262, 340, 361, 362, 363 or Biological Sciences 145, 181, 182.

At least one additional hour of content and/or Methods in Language Arts, Science, Social Science, Humanities, and Mathematics.

Additional work in any of the above fields and/or Psychology (except Educational Psychology) to total 78 hours.

An elementary education student should plan a program of study which simultaneously meets these requirements and Illinois State's University Studies requirements. Courses to meet the 78-hour requirement in general education should be selected from among those courses approved for University Studies.

2. Professional Education and Field of Study Requirements. Both of these requirements are described in the Elementary Education field of study section of this catalog.

SPECIAL EDUCATION PREPARATION

Special Education students complete the University Studies requirements; all other program requirements are described in the Special Education field of study section of this catalog. Beyond meeting the professional education requirements for teachers of special education, a student majors in one of six areas of specialization: Deaf and Hard of Hearing, Maladjusted, Mentally Retarded (Educable), Mentally Retarded (Trainable), Physically Handicapped, or Visually Handicapped (Blind and Partially-Seeing).

PROFESSIONAL LABORATORY EXPERIENCES IN TEACHER EDUCATION

Observation, participation, studies of individual pupils and research, and student teaching are included in the program of professional laboratory experiences. The experiences offered prior to student teaching are usually integral parts of specific college courses. Laboratory experiences are provided in off-campus clinical teaching centers, in local schools, and in campus laboratory schools. Professional laboratory experiences following student teaching include activities in which the student does additional study or has additional experiences as recommended by his instructors, supervising teacher, or college supervisor.

REQUIREMENTS FOR STUDENT TEACHING

The following requirements for student teaching apply to all students (1) whether the student teaching is done during the regular school year or during the summer session, and (2) whether the student teaching is done at a clinical center or in any of the teacher education programs at Illinois State University.

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours—180 clock hours). More clock hours of clinical work are required in Speech Pathology-Audiology.

The number of semester hours of student teaching required varies with the student's curriculum. A student enrolled in an elementary, junior high school, special education or speech pathology curriculum is required to earn a minimum of 8 hours of credit in student teaching. A student enrolled in a high school curriculum is required to earn a minimum of 10 hours of credit in student teaching and special methods.

A student usually does all student teaching in his or her major field. A student must meet all eligibility requirements for student teaching in that major field. If a student does student teaching in his or her minor field, the student must meet certification requirements for teaching in that field. If a student does all student teaching in the major field or in both the major and minor fields, the total number of semester hours required in student teaching remains the same.

To be eligible to do student teaching, a student must meet all of the following requirements:

1. Be formally admitted to an approved teacher education program of the University.
2. Have completed one semester's work in residence (or its equivalent) at Illinois State University.
3. Have earned at least 90 hours of college credit.
4. Have completed satisfactorily the courses which are prerequisites to Student Teaching 399.
5. Have earned at least a 2.2 grade point average at the time of application for student teaching and at the time of entry into student teaching in: (a) all work taken at Illinois State University, and (b) all work taken at Illinois State University in the major field.
6. Have secured a statement from the University Health Service indicating that he or she is physically capable of meeting the requirements of a regularly certified teacher.
7. Have filed an application for student teaching for a given semester or summer session with the head of Professional Laboratory Experiences at least eight months prior to the semester or summer session in which student teaching is planned.
8. Have been approved for student teaching by the chairman or head of the department of the student's major.

Students are expected to earn all of the student teaching credit required at Illinois State University. Exceptions to this policy may be made in individual cases if credit in student teaching has been earned in an institution of higher education accredited by the National Council for Accreditation of Teacher Education. Such arrangements must have the approval of the head of Professional Laboratory Experiences.

ASSIGNMENT TO STUDENT TEACHING

The University will assign student teachers to

selected off-campus schools or to clinical centers in Illinois during regular semesters and summer sessions. Preference for summer assignments usually is given to those students who are to graduate at the close of the summer session. However, it is often impossible to secure a full assignment during any one summer because the number of requests may exceed available facilities or faculty available for supervision.

Student teachers are assigned only to classrooms that have regularly employed full-time teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

The usual pattern for student teaching is to assign a student to a school for a period of nine weeks during which time the student does full-time student teaching. During this period in the school, the student teacher works with one or two supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers have primary responsibility for guiding and evaluating the work of the student teacher. During this experience, the student becomes a member of the school staff and of the community in which he or she is working (co-curricular activities and community affairs are a part of the student teaching experience).

The head of Professional Laboratory Experiences, in cooperation with the head of the student's major department, makes the student teaching assignments. The head of Professional Laboratory Experiences is

responsible for making the arrangements and establishing the procedures involved in student teaching.

Although a student's preference for an assignment will be given consideration, the University makes the final decision regarding the schools and the location. Generally, students are not assigned to schools which are in their home communities or in communities in which they are currently residing.

A student who is pregnant should consult the head of Professional Laboratory Experiences regarding her student teaching assignment.

Students who have had teaching experience and who have shown a high standard of achievement in previous teaching may be given special student teaching assignments involving remedial instruction or other specialized phases of teaching which will broaden their preparation.

The head of Professional Laboratory Experiences, upon the recommendation of the Coordinator of Teacher Education, college supervisor, or head of the student's major department, may require a student to do additional work and continue student teaching until the student is sufficiently competent to be recommended for certification.

Student teaching assignments begin and end on the dates indicated in the student's official notice of assignment. Ordinarily, the student is expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involved in an assignment must receive the permission of the head of Professional Laboratory Experiences.

Preparation for Professional Schools

Requirements for admission to professional study vary according to the profession as well as among the schools offering study for the professions. For this reason, a student planning to enter a professional school should seek specific admission information from the professional school he or she plans to attend. Preparation for admission to a professional school consists of: (1) a broad educational experience (a function of the University Studies program); (2) courses which meet the specific admission requirements of the professional school the student plans to attend; and (3) major and minor subjects which allow for in depth study in a field of interest and provide an alternative career direction if that becomes desirable.

DENTISTRY AND MEDICINE

A regular academic field of study is generally recommended as the best preparation. Majors in biology and chemistry are especially suitable, because major requirements in these fields overlap with the preprofessional requirements in dentistry and medi-

cine. A major in any academic field is usually acceptable, however, providing certain basic science and mathematics courses are included. Specific requirements regarding various schools may be obtained from the following sources or directly from the professional schools:

American Association of Dental Schools
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of American Medical Colleges
2530 Ridge Avenue
Chicago, Illinois 60201

In consultation with an academic adviser, a student may arrange a program of studies which best suits individual needs and objectives. Students seeking further information concerning any of these programs should arrange a conference with the chairman of either the department of Biological Sciences or Chemistry as soon as they have determined interest in these fields.



ENGINEERING

Illinois State University offers the courses ordinarily required for the first two years of an engineering curriculum. Students will usually enroll as majors in physics, mathematics, or chemistry. Faculty advisers are available to help plan a program of study which will parallel the catalog requirements of the engineering school to which the student plans to transfer. Further information concerning pre-engineering programs can be obtained from the chairman of the department of Physics, Mathematics, or Chemistry.

ISU-U OF I AFFILIATED ENGINEERING-LIBERAL ARTS AND SCIENCES PROGRAM

Illinois State University has an affiliation with the College of Engineering at the University of Illinois whereby students may earn a bachelor's degree from Illinois State University and a bachelor's degree in engineering from the University of Illinois at Urbana in a five-year program. Students generally spend the first three years at Illinois State University and the final two to two and one-half years at the University of Illinois. Increasing numbers of engineering graduates enter leadership roles in industry and government and require a greater understanding of the impact of technology on society. The five-year program encourages a student to develop a broad understanding of the social sciences and humanities and excellence in technical studies. Students interested in this program are urged to contact Dr. Robert D. Young (Physics, ISU) or the chairman of the Department of Physics at ISU, as soon as possible in their undergraduate careers.

LAW

Most law schools do not require any particular undergraduate concentration. A committee of the Association of American Law Schools has recommended

that the pre-law student keep in mind three basic objectives in planning an undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop greater power in thinking. The committee emphasized the need for a broad, liberal education with development of the student's intellectual interests rather than one directed too pointedly for later professional training and practice.

Students planning to apply for admission to law school should plan to take the Law School Admission Test early, preferably in November, in their senior year. Students wishing further information concerning appropriate undergraduate programs and the Law School Admission Test may contact Dr. Thomas Eimermann (Political Science) or the chairman of the Department of Political Science.

SOCIAL WORK

The University offers courses considered desirable at the undergraduate level for students who plan to do advanced study in Social Work. Specific requirements should be obtained from the graduate school of the student's choice, preferably not later than at the end of the sophomore year. A career in this field is possible with only a bachelor's degree, but in order to work at the professional level a minimum of a master's degree is necessary. The purposes of undergraduate social work are: (1) to provide an understanding of the welfare programs established for man's social betterment; (2) to stimulate an interest in and a basis for graduate study; and (3) to provide a general preparation for preprofessional employment in the welfare field.

Appropriate majors for students interested in Social Work are sociology, psychology, and the social science comprehensive, but it is well to take some work in all of these areas. Students seeking further information concerning appropriate undergraduate work related to a career in social work should arrange a conference with the Social Work Coordinator in the Department of Sociology-Anthropology. Students who complete the course sequence in Social Work, including fieldwork (see Sociology-Anthropology program), will have a notation to this effect on their transcripts.

VETERINARY MEDICINE

Students interested in gaining admission to a school of veterinary medicine are advised to complete basic sequences in the sciences and mathematics regardless of the major field pursued. For further information, a student may consult the chairman of the department of Agriculture, Biological Sciences, or Chemistry. Specific information regarding requirements may be obtained from the schools of veterinary medicine or from the American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, Illinois 60605.

Undergraduate Fields of Study

Major and Minor Programs and Program Requirements

Each undergraduate program available at Illinois State University is listed below including majors, comprehensive majors, and minors. Three general items of information are provided for each program: (1) the degrees which are offered for students who major in the program; (2) the department or office in the University a student should contact for further information about the academic major or minor; and (3) the availability of liberal arts and/or teacher education programs in the area of study. Many programs are identical for both liberal arts and teacher education students. Where these programs are different, the major or minor for students preparing to teach is identified as an "Education" program. For example, the liberal arts student studying French should complete the regular French major and the teacher education student the French Education major. As a further example, the student of Biological Sciences completes the same major or minor program whether that student is a liberal arts or teacher education student. All references to hours are to semester hours.

Accounting

DEGREE OFFERED: B.S.

Further Information: Department of Accounting.
No teacher education program offered.

COMPREHENSIVE MAJOR:

- 50 hours required in Business (Accounting, Business Administration, Business Education).
- Required courses:
Accounting 131, 132, 230, 231, 232, 260, 333, 335.
9 hours chosen from Accounting 330, 332, 334, 337, 361, 366, 367, 375.
Business Administration 110, 111, 220, 240.
- 5 hours of Business electives, including 2 hours of Business Administration at the 200 level or higher.
- 20 hours approved by department adviser, including Economics 101, Mathematics 350 or Business Administration 100, Mathematics 121.

NOTE: An Accounting major has the option to elect courses according to interest in financial accounting, management accounting, tax accounting, governmental accounting, or business data processing. Community college students who expect to major in accounting at Illinois State should consult the chairman of the ISU Department of Accounting near the end of their freshman year.

MINOR:

- 21 hours required.
- Required courses:
Accounting 131, 132, 231, 232.
- 9 hours of Accounting.

Agriculture

DEGREES OFFERED: B.S., B.S. in Education.

Further Information: Department of Agriculture.
Teacher education and non-teaching programs offered.

COMPREHENSIVE MAJOR:

- 55 hours in Agriculture required.
- Required courses:
Agriculture 110, 130, 150, 157, 170.
Biological Sciences 121 or 190.
5 hours of Chemistry.
- Required hours for non-teaching majors:
11 in Agronomy.
8 in Agricultural Economics.
13 in Animal Science.
6 in Agricultural Mechanics.
17 in Agriculture electives.

NOTE: Agriculture 295 and 396 do not count toward this major.

- Required hours for teaching majors:
11 in Agronomy.
8 in Agricultural Economics.
13 in Animal Science, including Agriculture 280.
9 in Agricultural Mechanics.
8 in Agricultural Education, including Agriculture 295 and 396.
6 in Agriculture electives.

NOTE: Education 231 is not required of teaching majors in this program. Students who complete this program will be certified for teaching agriculture occupations programs (vocational agriculture).

MAJOR:

- 36 hours in Agriculture required.
- Required courses:
Agriculture 110, 130, 150, 170.
Biological Sciences 121 or 190.
- One course in each of three specialized areas:
Agricultural Economics, Agricultural Mechanics, Agronomy and Animal Science.
- 5 hours of Chemistry.

MINOR:

- 24 hours in Agriculture required.
- Required courses:
Agriculture 110, 130, 150, 170.

Anthropology

DEGREES OFFERED: B.A., B.S., B.S. in Education (Sociology-Anthropology).

Further Information: Department of Sociology-Anthropology.

Identical liberal arts and teacher education programs offered.

MAJOR:

- An Anthropology option is offered with the Sociology-Anthropology major. See the Sociology-Anthropology listing for a description of this program.

MINOR:

- 18 hours in Anthropology required.
- Required courses:
Anthropology 180, 182.

Art

DEGREES OFFERED: B.A., B.S., B.S. in Education. Further Information: Department of Art.

Separate liberal arts and teacher education programs offered.

MAJOR:

- 37 hours in Art required.
- Required courses:
Art 103, 104, 109, 113, 155, 156, 161.
—6 hours from Art 124, 127, 132, 140.
—14 hours of electives in Art.

NOTE: Art 201, 202, 203, and 204 do not count toward this major.

COMPREHENSIVE MAJOR:

- 55 hours in Art required.
- Required courses:
Art 103, 104, 109, 110, 113, 114, 124, 126, 127, 132, 155, 156, 161, 261, 262, 370.

NOTE: Art 201, 202, 203, and 204 do not count toward this major.

COMPREHENSIVE MAJOR IN ART EDUCATION:

- 55 hours in Art required.
- Required courses:
Art 103, 104, 109, 113, 114, 132, 155, 156, 161, 201, 202, 203, 204.
—4 hours from Art 124, 127, 140.
—5 hours from Art 245, 261, 262.

- 15 hours of electives in Art including 3 hours in Art History.
- 6 hours in one of the following areas: Art History, Ceramics, Design, Jewelry, Drawing, Painting, Photography, Textiles, Printmaking, Sculpture.

MINOR:

- 22 hours in Art required.
- Required courses:
Art 103, 104, 155, 156, 370.

NOTE: Art 201, 202, 203, and 204 do not count toward this minor.

MINOR IN ART EDUCATION:

- 24 hours in Art required.
- Required courses:
Art 103, 104, 113, 126, 150, 201, 202 or 203, 204.
—Art 204 must be taken concurrently with Art 202 or 203.

Arts and Sciences

DEGREES OFFERED: B.A., B.S.

Further Information: Dean of Arts and Sciences.

No teacher education program offered.

- Interdisciplinary major by contract for meeting student goals which cannot be accommodated by other majors.
- Admission requirements:

1. A minimum comprehensive ACT score at the 85th percentile for freshmen. Entering freshmen enroll as General Students and apply for admission to major during the first semester.
2. An overall grade point average of 3.00 or higher for nonfreshmen and transfer students.
3. In lieu of above, recommendations of two faculty members from different Arts and Sciences departments.
4. Petition for admission to major must occur prior to the completion of 90 hours, or at least 15 hours of the approved Arts and Sciences program work must be taken after admission to the program.

MAJOR:

- 35 hours required in Arts and Sciences in addition to requirements of University Studies and minor field.
- A maximum of 25 hours from any one department.
- Individual program is developed with a designated academic adviser and approved by Dean.

COMPREHENSIVE MAJOR:

- 50 hours required in Arts and Sciences.

- A maximum of 25 hours from one department.
- A minimum of 18 hours from one department.
- Individual program is developed with a designated academic adviser and approved by Dean.

Audiovisual Instruction

(Educational Media)

No major offered.

Further Information: Department of Information Sciences.

Teacher education program only offered.

MINOR:

- 24 hours required.
- Required courses:
 - Educational Media 240, 241, 365, 366.
- 12 hours selected from the following:
 - Art 101, 103, 104, 109, 126, 226.
 - Education 337.
 - Industrial Technology 190, 210, 250, 251, 253.
 - Library Science 210.
 - Speech Communication 160, 262, 263, 362.
 - Theatre 262, 263.

NOTE: These courses cannot be used to satisfy the requirements for both a major and the Audiovisual Instruction minor.

Biological Sciences

DEGREES OFFERED: B.A., B.S., B.S. in Education

Further Information: Department of Biological Sciences.

Ideal liberal arts and teacher education programs offered.

MAJOR:

- 37 hours in Biological Sciences required.
- Required courses:
 - Biological Sciences 121, 190, 216, 217 or 283, 304, 319, with a minimum of 8 additional hours of laboratory courses.
 - Chemistry through organic chemistry required.
- 10 hours of physics recommended.

COMPREHENSIVE MAJOR:

- 53 hours in Biological Sciences required.
- Required courses:
 - Biological Sciences 121, 190, 216, 217 or 283, 304, 319.
 - Chemistry through organic chemistry required.
- 10 hours of physics recommended.

MINOR:

- 24 hours in Biological Sciences required.
- Required courses:
 - Biological Sciences 121, 190.
- At least 8 hours selected from Biological Sciences 122, 123, 191, 192, 216, 217, 283, 319.

Business Administration

DEGREE OFFERED: B.S.

Further Information: Department of Business Administration.

No teacher education program offered.

COMPREHENSIVE MAJOR:

- 50 hours required in Business (Accounting, Business Administration, Business Education).
- Required courses (30 hours of Business Administration and Accounting):
 - Business Administration 100, 110, 220, 230, 240, 271, 285.
 - Accounting 131, 132, 160.
 - Economics 100 and 101 completed as University Studies or University-wide electives.
 - Mathematics 115 or 121 or 135 completed as University Studies or University-wide electives.
- One of the following four economics courses may be substituted for Business Administration 271: Economics 320, 333, 339, or 340.
- 20 hours of electives from Accounting and Business Administration. (Business Education 215 may be included as an elective course; Business Administration 233 and 234 may not be included).
- No more than 9 hours of Business courses may be included in the University-wide electives.
- No more than 18 hours in Business and Economics may be included in University-wide electives.

NOTE: Community college students who expect to major in business administration at Illinois State should consult the chairman of the ISU Department of Business Administration near the end of their freshman year.

MINOR:

- 20 hours required in Business (Accounting, Business Administration, Business Education).
- Required courses:
 - Accounting 131.
 - Business Administration 110, 220, 230, 240.
- 5 hours of electives selected from Accounting 132, the data processing courses offered in Accounting, and those Business Administration courses available for credit to Business Administration majors.

Business Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Business Education.

Teacher education program only offered.

COMPREHENSIVE MAJOR IN BUSINESS EDUCATION:

- 50 hours required in Business (Accounting, Busi-

ness Administration, Business Education).

—Required courses:

Accounting 131, 132, 260.
Business Administration 220, 230, 240.
Business Education 111, 114, 115, 117, 124,
211, 270, 330, 361 (student may substitute
321 for 124 if desired).

6 hours selected from Business Education 390
or 392 and 394 or 396.

—Additional electives must be selected from the
Departments of Accounting, Business Administration,
and Business Education.

—Business Administration 110 and 111 and
Economics 100 and 101 must be completed as
University Studies or University-wide electives.

COMPREHENSIVE MAJOR IN DISTRIBUTIVE EDUCATION:

—50 hours required in Business (Accounting,
Business Administration, Business Education).

—Required courses:

Accounting 131, 132.
Business Administration 220, 230, 233, 234,
235, 240.
Business Education 111, 117, 361, 380, 381,
382, 383.

—Elective courses must be selected from the De-
partments of Accounting, Business Administration,
and Business Education.

—Business Administration 110 and 111 and Eco-
nomics 100 and 101 must be completed as Uni-
related fields as approved by a faculty adviser.

NOTE: Students meeting the state occupational ex-
periences requirement of one year of successful full-
time employment in distributive occupations, or a
minimum of 2,000 clock hours of approved work in
the distributive field may request that other courses
in Business be substituted for Business Education 381.

MAJOR IN SECRETARIAL EDUCATION:

—37 hours required in Business (Accounting, Busi-
ness Administration, Business Education).

—Required courses:

Accounting 131, 132.
Business Administration 220, 230.
Business Education 111, 114, 115, 124, 211,
270, 361, 394 or 396.

—Business Administration 110 and 111 and Eco-
nomics 100 and 101 must be completed as Uni-
versity Studies or University-wide electives.

MAJOR IN GENERAL BUSINESS EDUCATION:

—37 hours required in Business (Accounting, Busi-
ness Administration, Business Education).

—Required courses:

Accounting 131, 132, 260.
Business Administration 220, 230, 240.
Business Education 111, 114 or 321, 117, 330,
361, 390 or 392.

—Business Administration 110 and 111 and Econo-

mics 100 and 101 must be completed as Univer-
sity Studies or University-wide electives.

MINOR IN BUSINESS EDUCATION:

—24 hours required in Business (Accounting, Busi-
ness Administration, Business Education).

—Required courses:

Accounting 131, 132.
Business Administration 220, 230.
Business Education 111, 114, 124 (or Ac-
counting 260), 211.

Chemistry

DEGREES OFFERED: B.A., B.S., B.S. in Education.
Further Information: Department of Chemistry.

Liberal arts and teacher education programs offered.

A student in teacher education may choose either
the B.A. or B.S. program. The Department of
Chemistry is on the approved list of the American
Chemical Society.

B.S. DEGREE MAJOR:

—37 hours required in Chemistry, including at least
27 hours in courses numbered 200 or higher.

—Required courses:

Chemistry 140 and 141 (or 150), 230, 232, 233,
315, 350, 360, 361, 362, 363.

One year of Physics, preferably Physics 110
and 111.

—One year of a foreign language, preferably Ger-
man, Russian, or French also is highly recom-
mended.

—Approved elective courses selected from other
Chemistry courses numbered 200 or higher.

B.A. DEGREE MAJOR:

—37 hours required in Chemistry, including at
least 27 hours in courses numbered 200 or high-
er.

—Required courses:

Chemistry 140 and 141 (or 150), 230, 232, 360,
362.

—Approved elective courses selected from other
Chemistry courses numbered 200 or higher.

—Approved advanced elective courses from other
Natural Sciences departments may replace up to
a maximum of 6 hours of the required 27
hours.

MINOR:

—23 hours required in Chemistry, including at least
13 hours in courses numbered 200 or higher.

—Required courses:

Chemistry 140 and 141 (or 150).

Interdisciplinary Degree: Students wishing to com-
plete an interdisciplinary degree in Chemistry and
Physics should consult the program of the Physical
Sciences major.

Basic Chemistry courses for Majors: Chemistry majors are normally expected to take Chemistry 140 and 141. A student who demonstrates high achievement in Chemistry at the pre-college level may take 150 in place of 140 and 141. Chemistry 110 and 114 may be taken in place of 140. This 6-hour sequence is designed for students who are not sufficiently prepared for Chemistry 140 and for students who elect to become Chemistry majors or minors after having completed 110.

Corrections

DEGREES OFFERED: B.A., B.S.

Further Information: Program in Corrections.

No teacher education program offered.

COMPREHENSIVE MAJOR:

- 55 hours required.
- Required courses:
 - Corrections 101, 201, 202, 203, 397 (6 hours), 398 (6 hours).
 - Psychology 111.
 - Sociology 106, 263.
- 22 hours of electives, selected with the approval of an adviser from any of the following courses:
 - Business Administration 110.
 - Corrections 289 (Legal Foundations of Corrections), 389 (Seminar in Corrections), 389 (Seminar in Criminology for Corrections).
 - Education 360.
 - Political Science 215, 231, 330, 331.
 - Psychology 131, 232, 290, 301, 302, 350.
 - Sociology 221, 222, 264, 322, 365, 367.
 - Special Education 346, 358.
- Recommended elective courses for students contemplating careers in institutional corrections:
 - Business Administration 220, 321.
 - Industrial Technology 171, 378.
 - Psychology 230.
 - Special Education 345.
- Recommended elective courses for students contemplating careers in community-based corrections:
 - Sociology 225, 261, 262, 324.

MINOR:

- 18 hours required.
- Required courses:
 - Corrections 101, 201, 397 (4 hours).
- 8 hours of electives, selected with the approval of an adviser from among the elective courses recommended for the comprehensive major as described above.

Dance Education - Physical Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.
Further Information: Department of Health, Physical

Education, and Recreation.
Teacher education programs only offered.

COMPREHENSIVE MAJOR (Men and Women):

- 50 hours in Dance Education and Health and Physical Education required.
- Required courses:
 - Health and Physical Education 120, 121 or 122, 123, 124, 162, 163, 181, 182, 221, 235, 242, 261 or 262, 282, 341, 360, 361, 363, 364, 383.
 - Men: 4 hours selected from 151-154.
 - Women: 3 hours selected from sports courses numbered 100-149 and 137.
 - One course in swimming.
 - A laboratory theatre course in lighting, costumeing or stagecraft (Theatre).
- 6 hours of electives in dance courses.
- Participation in the departmental dance concert during the junior and senior years required.

MINOR (for Women majoring in Health and Physical Education only):

- 22 hours in Dance Education and Health and Physical Education required.
- Required courses:
 - Health and Physical Education 124, 361, 363.
 - A minimum of 4 hours selected from dance courses beyond those required for the major.
- 13 hours of electives selected in consultation with adviser in at least two related fields outside major.
- Participation in the departmental dance concert during the junior and senior years required.

MINOR (Men and Women):

- 22 hours in Dance Education and Health and Physical Education required.
- Required courses:
 - Health and Physical Education 120, 123, 124, 162, 181, 182, 282, 360, 361, 363.
- 2 hours of electives in dance courses.
- Observation and assistance with a college dance class for nine weeks during sophomore year required.
- Participation in the departmental dance concert during the junior and senior years required.

Economics

DEGREES OFFERED: B.A., B.S., B.S. in Education.
Further Information: Department of Economics.
Identical liberal arts and teacher education programs offered.

MAJOR:

- 26 hours in Economics required.
- Required courses:
 - Economics 100, 101, 340, 341.

- Courses in Statistics, Money and Banking, and Economic History are highly recommended.
- A minimum of 18 hours in a combination of Psychology, Political Science, and Sociology-Anthropology (at least one course must be taken in each discipline).

MINOR:

- 18 hours in Economics required.
- Required courses:
Economics 100 and 101.

Elementary Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.
Further Information: Department of Curriculum and Instruction.

Teacher education programs only offered.

MAJOR:

There are two distinct sequences in Elementary Education, Program I and Program II. Students presently enrolled in Program I may continue in it. Other students, both entering freshmen and those new to Elementary Education, follow Program II.

Program II is recommended.

Program I (Major includes both 27 hours of Professional Requirements and 34 hours in one of the three levels of elementary education, or a combination of the three levels)

- Required courses for 27 hours of Professional Requirements:

Elementary Education 101 or 302, 210, 220, 270 or 280 or 290 (as appropriate to level), 298.

Education 231 or 228 or 235, 399 (8 hours).

- The student must also complete preparation for one or a combination of the following levels: (1) Kindergarten—Primary, or (2) Intermediate Grade, or (3) Upper Grade.

1. Kindergarten—Primary: 34 hours

Art 101 and 102.

English 170 and 271.

Geography 135.

Health and Physical Education 222.

Mathematics 151 and 201.

Music 277 and 2 hours of Music electives from Music 121, 122, 171, 270, or Applied Music.

At least 5 hours of Natural Sciences electives from Biology, Chemistry, Geography, Physics, or Elementary Education 230.

At least 3 hours of Speech electives from Speech Communication 223, Speech Pathology 115, 212, or Theatre 141, 232.

2. Intermediate Grade Requirements: 34 hours.

Art 101 and 102.

English 170 and 272.

Geography 135.

Health and Physical Education 222.

Mathematics 151 and 201.

Music 277, and 2 hours of Music electives from Music 151, 152, 270, or Applied Music.

At least 5 hours of Natural Sciences electives from Biology, Chemistry, Geography, Physics, or Elementary Education 230.

At least 3 hours of Speech electives from Speech Communication 223, 242 or Theatre 141, 233.

3. Upper Grade Preparation: 34 hours.

Requirements same as for Intermediate Grade, except the Speech elective. For Upper Grades, it is:

At least 3 hours of Speech electives from Speech Communication 223, 242, 321, Speech Pathology 115, 212, 311, or Theatre 141, 233.

Program II

- 49 hours required.

- Required courses:

Continuing Seminar 102—from 3 to 5 semesters for a total credit of up to 2 hours.

Core Program

250 Core I—The Arts, 12 hours.

251 Core II—Communication, 12 hours.

252 Core III—Social and Natural Sciences, 10 hours.

253—Clinical Center Practicum, 10 hours.
Education 231 or 228 or 235, 3 hours.

NOTES ON PROGRAM II:

The sophomore student joins a Continuing Seminar which provides a close personal relationship with one faculty member and a small group of students until graduation. The seminar explores the interests and needs of students, and helps the student choose a minor, another major, or electives that will complement the Elementary Education degree.

The formal course work is taken through the Core units. This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each Core unit is 10-12 hours of course work, and lasts for a semester. A Core is a unified program of course work and classroom experiences taught by a team of Elementary Education teachers and instructors from other departments. The Cores represent three major curriculum areas: Core I—the Arts, Core II—Communication Skills, and Core III—the Natural and Social Sciences. The student enrolls for these in sequence. Each core covers: (1) a common content, such as the Arts; (2) knowledge about the physical, cognitive, social, and creative development of children; (3) knowledge about the school curriculum and organization; and (4) direct teaching experience with children. The final semester is spent off-campus in a Clinical Center. This provides a wide variety of direct experience with children and adults in various socio-economic and ethnic groupings. Students also work with various

community agencies as well as the elementary school. With one exception all major work is contained within the Core units, but the students will be assisted in planning other coursework to fulfill the various degree requirements. The course requirement not contained in the Core is Education 231 or 228 or 235.

GENERAL PROGRAM ELECTIVES:

In addition to the major coursework in either Program I or II and the work in University Studies, the student will have general elective courses to choose from. A student, in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the requirements for graduation. Electives may be selected from the total catalog of courses provided the student meets the prerequisites for the course and has the approval of his or her adviser. From these courses, a student might concentrate in a specific field of study, or might select additional specialized professional courses in the areas of Urban Elementary School, Social Studies, Language Arts, Educationally Disadvantaged, Science Methods, Teaching of Reading, Organization and Management of the Classroom, and Early Childhood Education. Many opportunities are available to work with pre-school and primary children in a variety of settings.

English

DEGREES OFFERED: B.A., B.S., B.S. in Education. Further Information: Department of English. Separate liberal arts and teacher education programs offered.

MAJOR:

- 36 hours in English required, *exclusive* of English 101, children's literature courses (170, 271, 272, 273), and courses in the teaching of English (290, 296, 297, 370, 372, 375, 390, and 395).
- Suggested program but not required (student may depart from suggested program by filing a plan of study for approval of the chairman of the department or his representative):
English 109.
12 hours of British literature, including two courses from each of the following areas:
To 1660 - 213, 214, 215, 222, 223, 312, 313, 320, 325.
After 1660 - 216, 217, 218, 219, 317, 324, 327, 386, 387, 388.
- 6 hours of American literature, including one course from each of the following areas:
To 1870 - 231, 232, 336.
After 1870 - 233, 234, 235, 336.
- 15 hours of electives from any of the above or from English 145, 150, 241, 243, 245, 247, 250, 251, 252, 254, 255, 256, 285, 286, 287, 299, 306, 310, 311, 328, 341, 342, 347, 348, 382, 392, 397, 399.

NOTE: English 189, 289, 298, 332, and 389 may substitute where applicable.

COMPREHENSIVE MAJOR IN ENGLISH EDUCATION:

- 54 hours in English required, *exclusive* of 101.
- Required courses:
English 109, 145, 241, 243, 222 or 223, 296 or 297, 375.
- 33 hours of electives selected from these three areas:
Area 1—(12 hours) English Literature: English 213, 214, 215, 216, 217, 218, 219, 222 or 223, 312, 313, 317, 320, 324, 325, 327, 328, 386, 387, 388.
- Area 2 — (12 hours) American Literature, World Literature and Genre: English 150, 231, 232, 233, 234, 235, 250, 251, 252, 254, 255, 256, 285, 286, 328, 332, 336, 382.
- Area 3—(9 hours) Language and Children's Literature: English 245, 247, 272, 290, 296 or 297, 310, 311, 341, 342, 347, 348, 370, 372, 390, 392, 395, and Journalism 165, 166, 294, 295.

NOTE: Students must elect at least one 300-level course (in addition to 375) and may take no more than three 300-level courses except with the consent of the department chairman. English 189, 289, 298, and 389 may substitute for any Area course when applicable.

MAJOR IN ENGLISH EDUCATION:

- 36 hours in English required, *exclusive* of 101.
- Required courses for certification and accreditation:
6 hours of composition selected from English 101, 145, 247, 297, 347, 348.
3 hours in grammar (English 243).
- One course in language selected from 241, 245, 310, 311, 341, 342.
- Suggested program, but not required (Student may depart from suggested program by filing a plan of study for approval of the chairman of the department or his representative):
English 109.
12 hours of British literature, including two courses from each of the following areas:
To 1660 - 213, 214, 215, 222, 223, 312, 313, 320, 325.
After 1660 - 216, 217, 218, 219, 317, 324, 327, 386, 387, 388.
- 6 hours of American literature, including one course from each of the following areas:
To 1870 - 231, 232, 336.
From 1870 - 233, 234, 235, 336.
- 3 hours of World or Children's literature from English 150, 170, 250, 251, 252, 254, 255, 256, 271, 272, 273, 370, 372, 375.
- 12 hours of electives taken from any of the courses listed above or from English 145,

247, 285, 286, 290, 296, 297, 299, 306, 328, 347, 348, 382, 390, 392, 395, 397, 399.

NOTE: English 189, 289, 298, 332, and 389 may substitute where applicable.

MINOR:

- 18 hours in English required, *exclusive* of 101, children's literature courses (170, 271, 272, 273), and courses in the teaching of English (290, 296, 297, 370, 372, 375, 390, and 395).

MINOR IN ENGLISH EDUCATION:

- 24 hours in English required, *exclusive* of 101.
- 6 hours in composition selected from English 101, 145, 247, 297, 347, 348.
- 3 hours in grammar (English 243).

NOTE: Students who plan graduate study in English may find it advisable to take at least one year of a foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England or America, Children's literature, or professional studies in English. An appropriate program may be planned in consultation with the chairman of the Department of English.

Ethnic and Cultural Studies

No major offered.

Further Information: Office of Undergraduate Instruction.

MINOR:

- 24 hours required from courses listed below which apply to minor.
- Areas of emphasis (student elects one of the following four):

1. **Afro-American Arts**—Art or Music 241; at least one course in Afro-American History; at least one course in Afro-American Literature; at least 9 hours from Afro-American Art I and II, Black Music, and Black Theatre.
2. **Afro-American Studies**—Art or Music 241; Sociology 264 and 384; at least 6 hours in Afro-American History; at least one course in Afro-American Literature.
3. **Chicano and Puerto Rican Studies**—Art or Music 241; Sociology 264; Foreign Languages 189 (Chicano and Puerto Rican Studies); Spanish 304 and 335.
4. **General Ethnic and Cultural Studies**—Art or Music 241; Sociology 264; at least one course in History and one course in English from Ethnic and Cultural Studies list (see below).

NOTE: Students may elect General Ethnic and Cultural Studies to pursue an area of emphasis not available in one of the first three programs. Courses

included must be approved by a member of the Advisory Committee on Ethnic and Cultural Studies and the Dean of Undergraduate Instruction.

COURSES WHICH APPLY TO MINOR:

- Art 241, 289 (Afro-American Art I), 289 (Afro-American Art II).
- Education 232, 332, 389 (Urban Community Participation), 389 (Urban Education).
- Students who plan to teach in an urban setting are advised to take these courses.
- Elementary Education 311.
- English 235, 389 (Minority Literature).
- Geography 336.
- Foreign Languages 189 (Chicano and Puerto Rican Studies) and Spanish 304, 335.
- Health and Physical Education 189 (Dance Form and Style II).
- History 257, 258, 261, 262, 289 (History of Women in America), 322, 371, 389 (Topics in Afro-American History).
- Information Sciences: Speech Communication 175.
- Music 139 (Black Art Singers section), 189 (Black Music), 241.
- Political Science 189 (Political Role of Blacks in the U.S.), 222, 289 (Black Politics), 389 (Legal Aid Internship).
- Psychology 131, 305.
- Sociology-Anthropology 131, 261, 264, 282, 289 (Sex Role Redefinition), 382, 384, 389 (Human Sexuality), 389 (Racial Identification).
- Theatre 189 (Black Theatre Workshop).

French

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Foreign Languages.

Separate liberal arts and teacher education programs offered.

MAJOR:

- 33 hours in French required.

—Required courses:

French 111, 112, 115, 116, 221, 222, 231.

NOTE: French 203 does not count toward this major.

MAJOR IN FRENCH EDUCATION:

- 37 hours in French required.

—Required courses:

French 111, 112, 115, 116, 204, 231.

MINOR:

- 25 hours in French required.

—Required courses:

French 111, 112, 115, 116, 231.

NOTE: French 203 does not count toward this minor.

MINOR IN FRENCH EDUCATION:

- 25 hours in French required.
- Required courses:
French 111, 112, 115, 116, 204, 231.

Geography

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Geography-Geology.

Identical liberal arts and teacher education programs offered.

MAJOR:

- 32 hours in Geography required. Student program must be planned in consultation with an adviser.
- Required courses:
Geography 100, 135, 300, 315.
At least two courses from Category A (Systematic Physical):
Geography 110, 200, 202, 340; Geology 175, 380.
At least two courses from Category B (Systematic Human):
Geography 150, 205, 208, 210, 320, 325, 330, 335, 336, 337, 338, 345.
At least one course from Category C (Regional):
Geography 215, 220, 225, 230, 240, 245, 250, 255, 260, 306.

MINOR:

- 22 hours in Geography required.
- Required courses:
Geography 100 and 135.
One course each from Categories A, B, and C above.
At least one course from Category D (Techniques):
Geography 300, 305, 308, 310, 315, 365.

NOTE: Geography 365 does not count toward a major or minor in Geography for a liberal arts degree program. Only Geology 175 and 380 may be counted toward a Geography major or minor.

Geology

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Geography-Geology.

Identical liberal arts and teacher education programs offered.

MAJOR:

- 37 hours in Geology required.
- Required courses:

Geology 175, 180, 280, 285, 290.

An accredited summer field course.

- Recommended courses in Biological Sciences, Chemistry, Physics, and Mathematics according to the area of interest of the student, selected in consultation with academic adviser.

MINOR:

- 22 hours in Geology required.
- Required courses:
Geology 175, 180, 290.

German

DEGREES OFFERED: B.A., B.S. in Education.

Further Information: Department of Foreign Languages.

Separate liberal arts and teacher education programs offered.

MAJOR:

- 33 hours in German required.
- Required courses:
German 111, 112, 115, 116, 213, 221, 222.

MAJOR IN GERMAN EDUCATION:

- 37 hours in German required.
- Required courses:
German 111, 112, 115, 116, 204, 213.

MINOR:

- 25 hours in German required.
- Required courses:
German 111, 112, 115, 116, 213.

MINOR IN GERMAN EDUCATION:

- 25 hours in German required.
- Required courses:
German 111, 112, 115, 116, 204, 213.

Health and Physical Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Health, Physical Education, and Recreation.

Teacher Education programs only offered.

MAJOR: MEN

- 37 hours in Health and Physical Education required.
- Required courses:
Health and Physical Education 120, 151, 152, 153, 154, 181, 182, 242, 282, 341, 347.
One hour selected from Health and Physical Education from sections for majors only of

- 101, 103, 104, 111, 115, 117, 129 or 130, 135.
10 hours of electives.

MINOR: MEN

- 24 hours in Health and Physical Education required.
—Required courses:
Health and Physical Education 120, 181, 182, 242, 341, 347.
Three hours from Health and Physical Education 101, 102, 106 or 107, 107 or 108, 113, 114, 117, 118, 127, 128.
One hour from Health and Physical Education 103, 111, 112, 115, 116.
Five hours of electives.

MAJOR: WOMEN

- 37 hours in Health and Physical Education required.
—Required courses:
Health and Physical Education 120, 123, 137, 138, 162, 181, 182, 221, 235, 242, 282, 341, 347, 360, 383.
Five hours minimum from Health and Physical Education sections for majors only of 100, 101, 102, 109, 111, 116, 117, 119, 126, 136, 139.
One hour of elective from courses numbered 100-136.

COMPREHENSIVE MAJOR: WOMEN

- 50 hours in Health and Physical Education required.
—Required courses:
Health and Physical Education 120, 123, 137, 138, 162, 180, 181, 182, 221, 235, 242, 282, 341, 347, 360, 383.
Five hours minimum from Health and Physical Education sections for majors only of 100, 101, 102, 109, 111, 116, 117, 119, 126, 136, 139.
Two hours of electives from courses numbered 100-136.

MINOR IN ELEMENTARY PHYSICAL EDUCATION: WOMEN

- 23 hours in Health and Physical Education required.
—Required courses:
Health and Physical Education 102, 112 or 139, 116, 117, 120, 126, 136, M138, 162, 181 or 182, 222, 224, 225, 242, 321.

MINOR IN SECONDARY PHYSICAL EDUCATION: WOMEN

- 23 hours in Health and Physical Education required.

—Required courses:

Health and Physical Education 100, 101 or 119, 102, 109 or 117, 111, 112 or 139, 116, 120, 123, 126, 136, 137, M138, 181 or 182, 242, 304 or 360 or 365, 341, 347.

HONORS IN HEALTH AND PHYSICAL EDUCATION

The Department of Health, Physical Education, and Recreation offers to the highly qualified major or minor student an individualized program including an honors section in Principles of Physical Education 242 and 3 hours each in Selected Studies 289 and Independent Honors Study 299. Students who are interested apply for admission to the program, offering general academic qualifications. The final designation "Honors in Health and Physical Education" on the student's transcript is earned by completing the program and fulfilling specific criteria. Additional information may be obtained from the chairperson of the Department of Health, Physical Education, and Recreation.

Health Education

DEGREE OFFERED: B.S. in Education.

Further Information: Department of Biological Sciences.

Teacher education programs only offered.

MAJOR:

- 37 hours required.
—Required courses:
Biological Sciences 145, 240, 248, 260, 340.
Biological Sciences 181 and 182 or Health and Physical Education 181 and 182.
Home Economics 106 or Industrial Technology 171.
Psychology 232.
Sociology 261.
—6 to 9 hours elected from: Biological Sciences 242, 284, 285, 319, 360, and Health and Physical Education 180.

MINOR:

- 27 hours required.
—Required courses:
Biological Sciences 145, 240 or 340, 242, 248, 260.
Biological Sciences 181 and 182 or Health and Physical Education 181 and 182.
Biological Sciences 191 and 192 for Biology major minoring in Health only, rather than Biological Sciences 181 and 182 as stated above.
Home Economics 106 or Industrial Technology 171.
Psychology 232 or Sociology 261.

History

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of History.

Identical liberal arts and teacher education programs offered.

MAJOR:

—30 hours in History required and an additional 18 hours from other fields specified below.

—Required courses:

At least 9 hours of United States History.

At least 9 hours of World History.

Additional 18 hours are required from economics, geography, literature, philosophy, political science, psychology, sociology-anthropology, with not more than 6 hours in any one area.

NOTE: A minimum of 9 hours and a maximum of 12 hours at the 100 level will be accepted toward the major, with at least 3 hours each in United States and European History.

MINOR:

—24 hours in History required.

—Required courses:

At least 9 hours of United States History.

At least 9 hours of World History.

—See note above which is also applicable toward the minor in History.

HONORS IN HISTORY

The department offers honors work in history to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study on historical topics of the student's own choosing with seminar-style research. Students interested in participating in the department's honors program may secure further information by contacting the chairman of the Department of History. The department also offers in-course honors work in all its courses for students enrolled in the University honors program or in any departmental honors program. In-course work is offered at the discretion of the instructor.

Home Economics

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Home Economics and Industrial Technology.

Separate teacher education and non-teaching programs offered.

COMPREHENSIVE MAJOR:

—52 hours in Home Economics and specified related fields required.

—Required courses:

Home Economics 106, 111, 120, 121 and/or 122, 130, 131, 132, 213, 220, 238, 240, 330.

Students are encouraged to select one of the following specialized areas to complete their studies as a Comprehensive Major: (1) Consumer Services, (2) Family and Child Community Services, (3) Foods and Nutrition, (4) Home Economics in Communication Media, (5) Housing and Applied Design, and (6) Merchandising in Clothing and Textiles. Advisers will recommend electives for each of these areas.

NOTE: Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

COMPREHENSIVE MAJOR IN HOME ECONOMICS EDUCATION:

—55 hours in Home Economics and specified related fields required.

—Required courses:

Home Economics 106, 111, 120, 121 and/or 122, 130, 131, 132, 213, 220, 238, 240, 244, 330.

Art 103 or 111.

NOTE: Art 109, 126, 140, and 211 may count toward the 55 hours required.

NOTE: Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

MAJOR IN HOME ECONOMICS EDUCATION:

—38 hours in Home Economics and specified related fields required.

—Required courses:

Home Economics 106, 111, 120, 121 and/or 122, 130, 131, 132, 213, 220, 238, 240, 244, 330.

Art 103 or 111.

NOTE: Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

MINOR IN HOME ECONOMICS EDUCATION:

—24 hours in Home Economics required.

—Required courses:

Home Economics 106, 111, 120, 122, 130, 131, 132, 238.

NOTE: This minor emphasizes the area of family-life education.

Industrial Technology

DEGREES OFFERED: B.S., B.S. in Education.

Further Information: Department of Home Economics and Industrial Technology.

Separate teacher education and non-teaching programs offered.

Students are encouraged to specialize in one or more of the following areas: (1) Drafting (Architectural and Computer Graphics); (2) Electricity-Electronics; (3) Graphic Arts; (4) Metals Technology; (5) Occupational Safety; (6) Plastics Technology; (7) Power Mechanics Technology (Automotive and Fluid Power); (8) Traffic Safety; and (9) Wood Technology (Construction). Those preparing to teach industrial vocational subjects or classes must meet requirements set forth by the Illinois State Board of Vocational Education and Rehabilitation. The Departmental office has this information.

COMPREHENSIVE MAJOR (Technology of Industry Sequence):

—55 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192.

Business Administration 220.

Mathematics 107 (1½ years of high school algebra or the equivalent) and 108 (½ year of high school trigonometry or the equivalent).

Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, and Technical Sales and Service.

COMPREHENSIVE MAJOR IN INDUSTRIAL TECHNOLOGY EDUCATION (Industrial Education Sequence):

—55 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192, 201, 305.

Mathematics 107 (1½ years of high school algebra or equivalent) and 108 (½ year of high school trigonometry or equivalent).

At least 8 hours in each of two of the following areas: drafting, electricity, graphic arts, metals, plastics, power mechanics, woods.

Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Education, Industrial Vocational Education, Industrial Technical Education.

MAJOR (Select one of the following sequences):

Technology of Industry Sequence

—37 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192.

Mathematics 107 (1½ years of high school algebra or the equivalent) and 108 (½ year of high school trigonometry or the equivalent).

Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, Technical Sales and Service.

Accident Prevention - Traffic Safety Sequence

—37 hours required.

—Required courses:

Industrial Technology 171 and 172.

At least 12 hours from among the following Industrial Technology courses: 163, 371, 372, 374, 375, 377, 378.

—Electives in Industrial Technology and/or related fields selected and approved in consultation with a faculty adviser.

MAJOR IN INDUSTRIAL TECHNOLOGY EDUCATION (Select one of the following sequences):

Industrial Education Sequence

—37 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192, 201, 305.

Mathematics 107 (1½ years of high school algebra or the equivalent) and 108 (½ year of high school trigonometry or the equivalent).

At least 8 hours in one of the following areas: drafting, electricity, graphic arts, metals, plastics, power mechanics, woods.

Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Education, Industrial Vocational Education, Industrial Technical Education.

Accident Prevention - Traffic and Safety Education Sequence

—37 hours required.

—Required courses:

Industrial Technology 171, 172, 273, 374, 379.

At least 7 hours from among Industrial Technology 371, 372, 375, 377, 378.

—Electives in Industrial Technology and/or related fields selected and approved in consultation with a faculty adviser.

NOTE: A valid driver's license is required.

MINOR (Select one of the following sequences):

Technology of Industry Sequence

—24 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192.

Mathematics 107 (1½ years of high school algebra or the equivalent) and 108 (½ year of high school trigonometry or the equivalent).

Additional courses determined in consultation

with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, Technical Sales and Service.

Accident Prevention - Traffic Safety Sequence

—20 hours required.

—Required courses:

Industrial Technology 171 and 172.

At least 9 hours from among Industrial Technology 163, 371, 372, 375, 377.

—Elective courses in Industrial Technology and/or related fields as approved by a faculty adviser.

MINOR IN INDUSTRIAL TECHNOLOGY EDUCATION (Select one of the following sequences):

Industrial Education Sequence

—24 hours required.

—Required courses:

Industrial Technology 171, 190, 191, 192, 200.

Mathematics 107 (1½ years of high school algebra or the equivalent) and 108 (½ year of high school trigonometry or the equivalent).

At least 8 hours in one of the following areas: drafting, electricity, graphics arts, metals, plastics, power mechanics, woods.

Accident Prevention - Traffic and Safety Education Sequence

—20 hours required.

—Required courses:

Industrial Technology 171, 172, 273, 374, 379.

At least 4 hours from among Industrial Technology 163, 371, 375, 377.

—Elective courses in Industrial Technology and/or related fields as approved by a faculty adviser.

NOTE: A valid driver's license is required.

Journalism

No major offered.

Further Information: Department of Information Sciences.

Separate liberal arts and teacher education programs offered.

MINOR:

—24 hours required.

—Required courses:

Journalism 165, 166, 167, 267.

Speech Communication 360.

At least 6 hours from the following electives:

English 247.

Journalism 294, 295.

Political Science 211, 221, 222.

Educational Media 241.

Speech Communication 160.

Other electives may include:

English 268.

Theatre 262, 263.

Industrial Technology 153.

Accounting 131.

Business Administration 233.

NOTES: Typing ability is a prerequisite to the minor. English majors minoring in Journalism may not count Journalism courses toward their English major.

MINOR IN JOURNALISM EDUCATION:

—23 hours required.

—Required courses:

Journalism 165, 166, 167, 294, 295.

Speech Communication 360.

Industrial Technology 153.

—See "notes" above which also apply to this minor.

Junior High School Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: This program is described in the earlier section on Teacher Education—Professional Requirements for Teacher Education. Students interested in this area should consult the junior high adviser in the Department of Curriculum and Instruction.

Teacher education program only offered.

Latin

No major offered.

Further Information: Department of Foreign Languages.

Separate liberal arts and teacher education programs offered.

MINOR:

—25 hours in Latin required.

—Required courses:

Latin 115, 116, 201, 202, 215, 226.

MINOR IN LATIN EDUCATION:

—25 hours in Latin required.

—Required courses:

Latin 115, 116, 201, 202, 204, 215.

Latin American Studies

No major offered.

Further Information: Dean of Arts and Sciences.

Identical liberal arts and teacher education program offered.

MINOR:

—24 hours in Latin American Studies courses required.

—Required courses:

Two semesters of college Spanish or Portuguese, or the equivalent.

Student completes, with approval of adviser, planned program of study in which course work is elected in at least three fields other than Spanish and Portuguese. Work in the three fields may include appropriate courses in Agriculture, Art, Biological Sciences, Economics, Foreign Languages, Geography-Geology, History, Political Science and Sociology-Anthropology.

NOTE: This program must be planned in consultation with an academic adviser. With the approval of the adviser, courses in fields other than those listed above may be counted toward the minor, providing those courses are considered relevant to the course of study. No more than two courses in the student's major field of study, however, will be applicable toward the minor in Latin American Studies. Students interested in this program should consult the Dean of Arts and Sciences.

Library Science

DEGREES OFFERED: B.A., B.S., B.S. in Education. Further Information: Department of Information Sciences.

Separate liberal arts and teacher education programs offered.

MAJOR:

—34 hours in Library Science and related fields required.

—Required courses:

Library Science 101, 115, 305, 306 or 307 or 308, 310, 312.

The remaining courses may be chosen from within or outside the Library Science offerings but must in either case be approved by the student's academic adviser.

MAJOR IN LIBRARY SCIENCE EDUCATION:

—34 hours in Library Science required.

—Required courses:

Library Science 101, 115, 120, 170 or 242 or 271 or 272, 240, 301, 305, 306 or 307.

MINOR:

—19 hours in Library Science required.

—Required courses:

Library Science 101, 115, 305, 306 or 307 or 308, 310, 312.

—Library Science 120 is recommended for those who are preparing for graduate work in Library Science.

MINOR IN LIBRARY SCIENCE EDUCATION:

—19 hours in Library Science required.

—Required courses:

Library Science 115, 240, 305, 306 or 307, 310, 312.

Mathematics

DEGREES OFFERED: B.A., B.S., B.S. in Education. Further Information: Department of Mathematics. Identical liberal arts and teacher education programs offered.

NOTE: The interests of undergraduates specializing in mathematics generally lie in one or more of the categories: (1) secondary teaching; (2) applications in business and industry; (3) applications to other disciplines, such as physics, chemistry, engineering, economics, social science; (4) continued study and research in mathematics.

The undergraduate degree programs in mathematics are designed to be sufficiently flexible to meet the needs of students in these categories, and are based upon the following groups of courses:

1. Basic sequence: Three courses—135, 136, and 175 (or 115, 116, and 251).
2. Geometry and Foundations: 306, 312, 313, 323, 365, 375.
3. Algebra and Number Theory: 310, 315, 316, 317.
4. Analysis: 176, 335, 336, 340, 347, 348, 349.
5. Statistics: 350, 351.
6. Computer Science: 362, 366, 368, 369, 370, 372.

Students are encouraged to choose courses which are consistent with their interests. It is desirable that all students take at least one course in each of groups 2, 3, and 4. As a general guide to program selection, students with primary interest in teaching should emphasize groups 2 and 3; students with primary interest in application in business and industry should emphasize groups 5 and 6; and students with primary interest in application to the physical, natural and social sciences, should emphasize groups 3 and 4. Students are urged to consult with their advisers in planning their programs.

MAJOR:

—32 hours in Mathematics required.

—Required courses:

Group 1 basic sequence of three courses—135, 136, and 175 (or 115, 116, and 251) (majors who take 175 are urged to take 176 also).

At least four courses chosen from Group 2 through 6 above.

At least 15 of the 32 hours must be at the 200 level or above.

—Also, see notes below.

COMPREHENSIVE MAJOR:

—52 hours in Mathematics required.

—Required courses:

Group 1 basic sequence of three courses—135, 136, and 175 (or 115, 116, and 251) (students who take 175 are required to include 176 in their major program).

Mathematics 317.

At least six additional courses chosen from Group 2 through 6 above.

- As many as 10 hours chosen from courses outside of Mathematics which require calculus as a prerequisite may be substituted for elective hours in Mathematics.
- Also, see notes below.

MINOR:

- 24 hours in Mathematics required.
- Required courses:
Group 1 basic sequence of three courses—135, 136, and 175 (or 115, 116, and 251).
At least three courses chosen from Group 2 through 6 above.

—Also see notes below.

NOTE: Students who score high on the Mathematics Placement Test can, with the permission of the department chairman, begin their mathematics courses with 115, 136 or a higher level course. Credit will be given as equivalent to courses listed in this catalog. The department will determine the amount of credit given.

NOTE: The following courses may not be used to satisfy requirements for a comprehensive major, a major, or a minor: Mathematics 103, 104, 105, 106, 107, 108, 110, 120, 121, 151, 152, 201, 202, 204, 205, 250, 301, 302.

NOTE: Teacher education students must complete 312, 315, and 323 as prerequisites to student teaching, and must take 312 and 315 before taking 323.

Medical Records Administration

DEGREE OFFERED: B.S.

Further Information: Center for Allied Health Professions.

Non-teaching comprehensive major only offered.

COMPREHENSIVE MAJOR:

- This program must be planned in consultation with the Director of the Medical Records Administration Program in the Center for Allied Health Professions. Program guidelines are established by the Education and Registration Committee of the American Medical Records Association in collaboration with the Council on Medical Education of the American Medical Association. Students who complete the program are eligible to apply to write the AMRA national registration examination.

—Required courses:

Allied Health 100, 105, 200, 201, 202, 210, 211, 220, 230, 248, 300, 310, 348.

Two years of coursework in the natural sciences, including anatomy and physiology, with a laboratory, and microbiology.

Other preprofessional courses include statistics, computerology and business organization and management. Also, students should have a 45-50 per minute proficiency in typing.

Medical Technology

DEGREE OFFERED: B.S.

Further Information: Center for Allied Health Professions.

Non-teaching comprehensive major only offered.

COMPREHENSIVE MAJOR:

- 45 hours of preprofessional courses as specified below plus 30 hours of clinical residency.

—Required preprofessional courses:

Biological Sciences 190, 216, 260, 261, 283.

Chemistry 140, 141, 215, 220, 242.

Mathematics 110.

- Required clinical residency: 30 hours of clinical residency in an AMA-ASCP approved hospital affiliated with Illinois State University for 12 months.

—Strongly recommended courses:

Biological Sciences 319.

Physics 106.

NOTES: A student should plan the specific program of study in consultation with the Coordinator of the Medical Technology program in the Center for Allied Health Professions. Field trips to affiliate clinical laboratories are periodically scheduled during the year as part of the preprofessional program. Seminars and independent study are available for students desiring additional study. Students must apply for acceptance into a hospital for the clinical residency. The twelve-month residency involves work in several laboratory departments and technical instruction in hematology, clinical chemistry, bloodbanking, pathogenic microbiology, and other aspects of laboratory medicine. Graduates who pass the registry examination are entitled to use the designation MT (ASCP) after their names.

Music

DEGREES OFFERED: B.A., B.M., B.M. in Education, B.S., B.S. in Education.

Further Information: Department of Music.

Separate liberal arts and teacher education programs offered.

DEPARTMENTAL REQUIREMENTS FOR MAJORS AND MINORS:

1. Before a student is admitted as a music major, he or she must audition in one or more performance areas. Students should check with the department for details.

2. Students electing music as a comprehensive major, major, or minor field are required to take a placement test before enrolling in courses in music theory and applied music. The results of these tests determine the courses in which the student should enroll.

3. Students pursuing a degree program with a music major are required to participate in a major music-performing organization every semester they

are enrolled in the University. The amount of credit applicable to the various degree plans shall be established in consultation with a music department adviser with a maximum of 12 hours applicable to any degree.

BACHELOR OF ARTS OR SCIENCE MAJOR (liberal arts, non-teaching program):

—37 hours in Music required.

—Required courses:

Music 101, 102, 103, 104, 151M, 152M, 253, 254.

At least 8 hours of applied music (may include Group Instruction Voice or Piano).

At least 3 hours of music electives.

MINOR (liberal arts, non-teaching program):

—24 hours in Music required.

—Required courses:

Music 101, 102, 151M, 152M, 253 or 254.

At least 6 hours of applied music (may include Group Instruction Voice or Piano).

At least 2 hours in performing organizations or ensembles.

At least 1 hour of music elective.

BACHELOR OF MUSIC EDUCATION COMPREHENSIVE MAJOR (teacher education program):

—60 hours in Music required.

—Required courses: All students must take the core requirements. They must also choose a major sequence, a different minor sequence, and electives to fulfill the requirements of this degree.

Core Requirements

Music 101, 102, 103, 104, 151M, 152M, 253, 254.

Major Sequences (student selects one of the four sequences):

1. Choral Music Sequence

At least 4 hours of applied music keyboard (may include Group Instruction Piano) and Music 167, 264, 268.

2. General Music Sequence

At least 6 hours of applied music voice (may include Group Instruction Voice).

At least 4 hours of applied music keyboard (may include Group Instruction Piano) and Music 167, 262, 264, 377.

3. Instrumental Music—Winds Sequence

Music 111, 113, 115, 117, 161, 167, 261, 269.

4. Instrumental Music—Strings Sequence

Music 111, 113, 115, 117, 167, 269, 330 (string pedagogy and literature).

Minor Sequences (student selects one of five sequences different from major sequence):

1. Choral Music Sequence

At least 4 hours of applied music voice (may include Group Instruction Voice) and Music 264, 268.

2. General Music Sequence

At least 4 hours of applied piano in addition to that taken in the major sequence (may include Group Instruction Piano).

Two courses, other than those taken in the major sequence from Music 262, 264, 377.

3. Instrumental Music—Winds Sequence

At least 4 hours of applied music brass, percussion, or woodwinds.

Group instruction instrumental courses which have not been taken in major sequence and Music 261, 269.

4. Instrumental Music—Strings Sequence

At least 4 hours of applied music—strings.

Group instruction string courses which have not been taken in the major sequence and Music 269, 330 (string pedagogy and literature).

5. Applied Music Sequence

At least 4 hours of applied music on a secondary instrument.

Appropriate 330 pedagogy and literature course. 140 is also required of the applied keyboard minor.

NOTE: Students pursuing the B.M.E. degree are required to attain sufficient skill in playing the piano to pass a proficiency test prior to their student teaching and/or their senior year. A syllabus of proficiency requirements is available in the department office, or from the Group Piano Coordinator. The study of piano may be done in Group Instruction 122 or in applied piano. A maximum of 8 hours is allowed for taking piano in group instruction.

NOTE: Students pursuing the B.M.E. degree are required to study applied music on their major instrument every semester that they are enrolled in the program (this may include Group Instruction Voice or Piano). This must include the successful completion of at least one semester of a 200 level applied music course.

MINOR IN MUSIC EDUCATION (teacher education program):

—24 hours in Music required.

—Required courses (student selects one of the five sequences):

1. Choral Music Sequence

Music 101, 102, 151M, 152M, 167, 264.

At least 5 hours of applied music voice (may include Group Instruction Voice).

At least 3 hours of applied music keyboard (may include Group Instruction Piano).

2. General Music Sequence

Music 101, 102, 151M, 152M, 167, 262, 270.

At least 5 hours of applied music keyboard (may include Group Instruction Piano).

At least 4 hours of applied music voice (may include Group Instruction Voice).

3. Instrumental Music—Winds Sequence

Music 101, 102, 111, 115, 117, 151M, 152M, 167, 261.

At least 4 hours of applied music brass, per-

cussion, or woodwinds.

4. Instrumental Music—Strings Sequence

Music 101, 102, 111, 113, 115, 117, 151M, 152M, 167, 330 (appropriate string pedagogy and literature course).

At least 3 hours of applied music strings.

5. Applied Music Sequence

Music 101, 102, 151M, 152M, 167, 330 (appropriate pedagogy and literature course).

At least 8 hours of applied music on the major instrument.

NOTE: Students wishing to pursue the minor in applied music must audition; freshmen after one year in the University; sophomore transfer students, after one semester; junior and senior transfers, upon enrollment in the University.

BACHELOR OF MUSIC

(professional, non-teaching degree):

—68 hours in Music required.

—Required courses:

Music 101, 102, 103, 104, 151M, 152M, 167, 253, 254, and two of the following four courses: 255, 256, 257, 258.

For students who select sequence 3, 4, or 5 below, a senior recital is required and a partial recital in the junior year is recommended.

One applied music course on the major instrument each semester, (may include Group Instruction Voice or Piano). This must include the successful completion of at least one semester of 200 level applied music.

And, the completion of one of the five following sequences:

1. Music Theory—Composition Sequence

23 additional hours in theory, composition, and theory pedagogy.

9 elective hours in music.

2. Music History—Literature Sequence

12 additional hours in theory.

12 additional hours in music history and problems in music history.

8 elective hours in music.

3. Keyboard Instrument (Piano, Harpsichord) Sequence

2 hours in keyboard pedagogy and literature.

2 hours in accompanying.

9 additional hours in theory and music history.

9 elective hours in music.

4. Voice Sequence

2 hours in vocal pedagogy and literature.

2 hours in choral conducting.

4 elective hours in music.

5. Band and Orchestra Instruments Sequence

2 hours in pedagogy and literature on appropriate instrument.

2 hours in instrumental conducting.

4 elective hours in music.

Philosophy

DEGREES OFFERED: B.A., B.S.

Further Information: Department of Philosophy.

Separate liberal arts and teacher education (minor only) programs offered.

MAJOR:

—27 hours in Philosophy required.

—Required courses in Philosophy:

Logic: 110 or 210.

History of Philosophy: 254 and 255.

Ethical Theory: 200 or 208 or 232.

Metaphysics and Epistemology: 360 or 361 or 362.

Philosophy Electives: At least two additional courses at the 200 or 300 level.

—Each major works out a coherent program of supporting courses tailored to his or her needs in consultation with a faculty adviser.

MINOR:

—18 hours in Philosophy required.

—Required courses in Philosophy:

Logic: 110 or 210.

History of Philosophy: 254 and 255.

Philosophy Electives: At least 9 additional hours in Philosophy, but not more than two 100 level courses can count for the minor.

MINOR IN PHILOSOPHY EDUCATION:

—21 hours in Philosophy required.

—Required courses in Philosophy:

Logic: 110 or 210.

History of Philosophy: 254 and 255.

Ethical Theory: 200 or 208 or 232.

Metaphysics and Epistemology: 360 or 361 or 362.

Philosophy Electives: At least one 200 or 300 level course.

NOTE: Students wishing to minor in Philosophy are requested to inform the department of their intention and are invited to discuss their program with a Philosophy adviser.

NOTE: Freshmen wishing to select a Philosophy course should normally enroll in a 100 level course. Other students may begin with any 100 or 200 level course. Courses at the 300 level presuppose at least one course in Philosophy or consent of the instructor. Philosophy 320, 360, 361 and 362 presuppose two previous courses in Philosophy or consent of the instructor and Philosophy 350 presupposes either Philosophy 254 or 255 or consent of the instructor. Students planning to do graduate study in Philosophy or allied fields should secure a reading knowledge of at least one modern foreign language—preferably French or German.

Physical Sciences

DEGREES OFFERED: B.S., B.S. in Education.

Further Information: Department of Physics.

Separate liberal arts and teacher education programs offered.

COMPREHENSIVE MAJOR:

—53 hours in Chemistry and Physics required.

—Required courses:

A minimum of 18 hours in Chemistry, including 140 and 141 (or 150), 215, 220.

A minimum of 18 hours in Physics, including 108 and 109 (or 110 and 111), 252, 270.

The additional hours must be from Chemistry and Physics courses at the 200 level or higher.

COMPREHENSIVE MAJOR IN PHYSICAL SCIENCES EDUCATION:

—53 hours in Chemistry and Physics required.

—Required courses:

A minimum of 18 hours in Chemistry, including 140 and 141 (or 150), 215, 220.

A minimum of 21 hours in Physics, including 108 and 109 (or 110 and 111), 252, 270, 301.

The additional hours must be from Chemistry and Physics courses at the 200 level or higher. Industrial Technology 242 or 244, however, may be taken for Physics credit.

MINOR:

—25 hours in Chemistry and Physics required.

—Required courses:

Chemistry 140 and 141 (or 150), 220.

Physics 108 and 109 (or 110 and 111), 252.

Physics

DEGREES OFFERED: B.S., B.S. in Education.

Further Information: Department of Physics.

Separate liberal arts and teacher education programs offered.

MAJOR:

—36 hours in Physics required.

—Required courses:

Physics 110, 111, 220, 240, 252, 270 (2 hours), 340.

Two additional 300 level courses in Physics. Electives must be chosen from 200 level or above Physics courses.

—Chemistry 140 and 141 (or 150) also required for this major.

MAJOR IN PHYSICS EDUCATION:

—36 hours in Physics required.

—Required courses:

Physics 110, 111, 220, 240, 252, 270 (2 hours), 301.

Electives must be chosen from 200 level or above Physics courses. Industrial Technology 242 or 244 may be taken for Physics credit in this major.

—Chemistry 140 and 141 (or 150) also required for this major.

MINOR:

—23 hours in Physics required.

—Required courses:

Physics 110, 111, 252.

MINOR IN PHYSICS EDUCATION:

—23 hours in Physics required.

—Required courses:

Physics 110, 111, 252.

NOTE: The undergraduate program in physics at ISU is sufficiently flexible to meet the needs of students with any one or more of the following goals: (1) continued education in one of the allied fields such as astronomy, engineering, meteorology or oceanography, (2) secondary school teaching of physics or physical science, (3) industrial research and development, (4) liberal arts background for medicine, the allied health professions, patent law, technical sales, or industrial management, (5) continued study in physics at the graduate level, (6) becoming a scientifically educated person to live a more meaningful life in an increasingly technological society. Students are strongly encouraged to select those courses which are consistent with their goals and should consult with their academic advisers in planning an appropriate program.

Political Science

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Political Science.

Identical liberal arts and teacher education programs offered.

MAJOR:

—30 hours in Political Science required and an additional 18 hours in related social science fields.

—Required courses:

Political Science: At least 3 hours in 4 of the 5 following areas:

- (1) Political Philosophy, Theory, and Methodology.
- (2) American Politics.
- (3) Comparative Politics.
- (4) International Relations.
- (5) Public Law and Public Administration.

At least 18 hours selected from at least two of the following areas:

Economics, History, Philosophy, Psychology, Sociology-Anthropology.

NOTE: Political Science 105 is required, but does not count toward the hours in area 2.

MINOR:

—18 hours in Political Science required.

—Required course:

Political Science 105.

Psychology

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Psychology. Separate liberal arts and teacher education programs offered.

MAJOR:

—27 hours in Psychology required.

—Required courses:

Psychology 111, 330, 331, 340.

NOTE: All majors after consultation and agreement with their advisers may select the balance of their programs from all other courses offered by the department. No more than 12 hours at the 100 level may count toward the major.

NOTE: All students seeking a major in Psychology are required to take Mathematics 110 or 120 depending on high school mathematics completed. Students who have the equivalent of either 110 or 120 or who earn sufficiently high scores on the Mathematics Placement Test are exempt from this requirement.

MAJOR IN PSYCHOLOGY EDUCATION:

—32 hours in Psychology required.

—Required courses:

Psychology 111, 330, 331, 340.

NOTE: See "notes" above, which are also applicable to this major.

MINOR AND MINOR IN PSYCHOLOGY EDUCATION (identical):

—21 hours in Psychology required.

—Required courses:

Psychology 111, 330, 340.

Recreation and Park Administration

DEGREE OFFERED: B.S.

Further Information: Department of Health, Physical Education and Recreation.

No teacher education program offered.

COMPREHENSIVE MAJOR:

—50 hours required.

—Required Courses:

Health, Physical Education, and Recreation 171, 173, 271, 370, 374, 389 (Recreation and Park Administration), 389 (Field Work in Recreation and Parks Administration).

Accounting 131 or Business Administration 220.

Biological Sciences 204.

—See the chairperson of the Department of Health, Physical Education, and Recreation for the selection of the 17 hours of elective courses in specified related areas.

MAJOR:

—37 hours required.

—Required courses:

Health, Physical Education, and Recreation 171, 173, 271, 374, 389 (Recreation and Park Administration), 389 (Field Work in Recreation and Park Administration).

Accounting 131 or Business Administration 220.

—See the chairperson of the Department of Health, Physical Education, and Recreation for the selection of the 11 hours of elective courses in specified related areas.

Russian

DEGREES OFFERED: B.A., B.S. in Education.

Further Information: Department of Foreign Languages.

Separate liberal arts and teacher education programs offered.

MAJOR:

—33 hours in Russian required.

—Required courses:

Russian 111, 112, 115, 116, 231.

MAJOR IN RUSSIAN EDUCATION:

—37 hours in Russian required.

—Required courses:

Russian 111, 112, 115, 116, 204, 231.

MINOR:

—25 hours in Russian required.

—Required courses:

Russian 111, 112, 115, 116, 231.

MINOR IN RUSSIAN EDUCATION:

—25 hours in Russian required.

—Required courses:

Russian 111, 112, 115, 116, 204, 231.

Social Sciences

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Sociology-Anthropology.

Identical liberal arts and teacher education program offered.

COMPREHENSIVE MAJOR:

—55 hours in Social Sciences required.

—Required courses:

At least 8 hours in Economics, including 100 and 101.

At least 16 hours in History, 8 hours each in United States and World History, including 121, 123 or 124, 135, 136.

At least 8 hours in Political Science, including 105.

At least 8 hours in Sociology, including 106.

NOTE: Students who wish to pursue this major should consult the adviser to Social Science students in the Department of Sociology-Anthropology. Courses for this major are offered by the Departments of Economics, History, Political Science, and Sociology-Anthropology.

Sociology - Anthropology

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Sociology-Anthropology.

Identical liberal arts and teacher education programs offered.

MAJOR: (Select one of the following sequences):

Anthropology Sequence

—27 hours in Anthropology required and 21 hours in related fields specified below.

—Required Courses:

Anthropology 180, 182, 183, 380.

—In addition to the 27 hours in Anthropology, the student must complete:

6 hours in Economics.

3 hours in United States History.

6 hours in non-United States History.

3 hours in Political Science.

3 hours in Sociology.

NOTE: It is strongly recommended that the student also take at least 3 hours each in biology, philosophy, and statistics.

Sociology Sequence

—27 hours in Sociology required and 21 hours in related fields specified below.

—Required courses:

Sociology 106, 370, 371.

—In addition to the 27 hours in Sociology, the student must complete:

3 hours in Anthropology.

6 hours in Economics.

3 hours in United States History.

6 hours in non-United States History.

3 hours in Political Science.

NOTE: It is strongly recommended that the student also take at least 3 hours each in biology, philosophy, and statistics.

Social Work Emphasis: Students completing Sociology (Social Work) 221, 222, 225, 265 and 323 will have noted on their transcript that they "have completed the undergraduate social work sequence prescribed by the Council on Social Work Education." This accreditation qualifies students to hold elective office in the National Association of Social Workers and for admittance to some one-year graduate programs in some graduate schools of social work. Students interested in social work normally major in Sociology (Psychology and the Social Sciences comprehensive are also appropriate majors; students with these majors must clear with the Social Work Coordinator prior to beginning Social Work courses.) Sociology 324 is recommended and 225 and 265 should be taken in successive semesters. Sociology 221 should not be taken unless the student also plans to take 222. Sociology 225 and 265 are the culmination of the program, and students must arrange their course and work schedules so as not to conflict with social welfare agency work requirements. For students interested in learning more about social welfare but not interested in the full sequence, Sociology (Social Work) 221 and 222 are recommended. Questions about courses or careers in social work should be directed to the Social Work Coordinator in the Department of Sociology-Anthropology.

MINOR IN SOCIOLOGY-ANTHROPOLOGY:

—18 hours in Sociology-Anthropology required.

—Required course:

Sociology 106.

MINOR IN ANTHROPOLOGY:

—18 hours in Anthropology required.

—Required courses:

Anthropology 180, 182.

Spanish

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Foreign Languages.

Separate liberal arts and teacher education programs offered.

MAJOR:

—33 hours in Spanish required.

—Required courses:

Spanish 111, 112, 115, 116, 211, 216, 221, 222 or 242, 231.

NOTE: Spanish 203 may not be counted toward this major.

MAJOR IN SPANISH EDUCATION:

- 37 hours in Spanish required.
- Required courses:
Spanish 111, 112, 115, 116, 204, 231.

MINOR:

- 25 hours in Spanish required.
- Required courses:
Spanish 111, 112, 115, 116, 211, 231.

NOTE: Spanish 203 may not be counted toward this minor.

MINOR IN SPANISH EDUCATION:

- 25 hours in Spanish required.
- Required courses:
Spanish 111, 112, 115, 116, 204, 231.

Special Education

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Special Education.

Teacher education programs only offered. All students in Special Education must complete the professional requirements as stated below, and must complete the program in one of the six areas of specialization.

PROFESSIONAL REQUIREMENTS: 35 hours.

- Special Education 145.
- Elementary Education 210, 220, 270 or 280 or 290, 298.—(Elementary Education 298 is not required for those in Deaf Education).
- Education 231 or 228, or 235, and 399 (8 hours).—(Students in Education 399, Student Teaching, receive various numbers of hours of credit dependent upon the curriculum in which they are enrolled. More than 8 hours are required in some areas of special education.)
- Psychology 232, 334, 346.

REQUIREMENTS FOR AREAS OF SPECIALIZATION:**1. Deaf and Hard of Hearing:**

- 49 hours required.
- Required courses:
Art 101.
Biological Sciences 181, 182.
English 170 or Library Science 202 or 204.
English 241 or 243 or 341.
Special Education 245, 353, 354, 355, 359, 399 (2 hours).
Speech Pathology 311, 350, 351, 372.

2. Maladjusted:

- 52 hours required.
- Required courses:

Art 101, 207.
Biological Sciences 181, 182.
English 170 or Library Science 202 or 204.
At least 3 hours of Geography electives.
Health and Physical Education 222 or 223.
At least 5 hours of Mathematics electives.
Music 371.
Psychology 131, 347.
Sociology 262, 263, 365.
Special Education 357, 358.
Speech Pathology 115.

3. Mentally Retarded, Educable:

- 44 hours required.
- Required courses:
Art 101, 207.
Biological Sciences 181, 182.
English 170 or Library Science 202 or 204.
At least 3 hours of Geography electives.
Health and Physical Education 222 or 223.
Home Economics 106.
At least 5 hours of Mathematics electives.
Music 371.
Psychology 348.
Special Education 301, 346.
Speech Pathology 115.

4. Mentally Retarded, Trainable:

- 49 hours required.
- Required courses:
Art 101, 207.
Biological Sciences 181, 182.
English 170 or Library Science 202 or 204.
At least 3 hours of Geography electives.
Health and Physical Education 222 or 223.
Home Economics 106.
At least 5 hours of Mathematics electives.
Music 371.
Psychology 347, 348.
Sociology 323.
Special Education 301, 345.
Speech Pathology 115.

5. Physically Handicapped:

- 48 hours required.
- Required courses:
Art 101, 207.
Biological Sciences 181, 182, 381, 385.
English 170 or Library Science 202 or 204.
At least 5 hours of Geography electives.
Health and Physical Education 222 or 223.
Home Economics 106.
At least 5 hours of Mathematics electives.
Music 371.
Special Education 301, 349.
Speech Pathology 115.

6. Visually Handicapped, Blind and Partially-seeing:

- 62 hours required.
- Required courses:
Art 101, 207.
Biological Sciences 181, 182, 382.
Business Education 112 or elective.
English 170 or Library Science 202 or 204.
At least 3 hours of Geography electives.

Health and Physical Education 222.
 Home Economics 106.
 At least 5 hours of Mathematics electives.
 Music 371.
 Special Education 301, 350, 351, 352, 356, 360,
 399 (7 hours).
 Speech Pathology 115.

Speech Communication

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Information Sciences.

Separate liberal arts and teacher education programs offered.

MAJOR (Select one of the following sequences):

General Speech Sequence

- 36 hours required.
- Required courses:
 - Speech Communication 110, 160, 223.
 - Speech Pathology-Audiology 114.
 - Theatre 111, 141, 237.
- Electives to complete the 36 hours must be taken from the areas of Speech Communication, Speech Pathology-Audiology, Public Arts (Radio-TV), and Theatre.

Speech Communication Sequence

- 24 hours required.
- Required courses:
 - Speech Communication 110, 298.
- Electives must be selected from among the following courses:
 - Speech Communication 125, 223, 301, 302, 303, 304, 321, 322, 323, 324, 370.
 - Speech Pathology-Audiology 311.
 - Theatre 141, 341.

Public Arts (Radio-TV) Sequence

- 36 hours required.
- Required courses:
 - Speech Communication 110, 160, 262, 263, 360.
 - Speech Pathology-Audiology 114.
 - Theatre 141, 300.
- 6 hours of electives from Speech Communication 260, 264, 265, 270, 361, 362, and Theatre 365, 380.
- 6 hours from Speech Communication 223, Speech Pathology-Audiology 311, and Theatre 111, 132.

MAJOR IN SPEECH COMMUNICATION EDUCATION (Select one of the following sequences):

Speech Communication Sequence

- 36 hours required.
- Required courses:
 - Speech Communication 110, 125, 199, 223, 281, 324, 381.

—Electives to complete the 36 hours must be selected from Speech Communication 189, 210, 289, 298, 301, 302, 304, 321, 322, 323, 325, 326, 327, 328, 329, 360, 370, 389.

Public Arts (Radio-TV) Sequence

- 36 hours required.
- Required courses:
 - Speech Communication 110, 160, 262, 263, 281, 360, 362.
 - Speech Pathology-Audiology 114.
 - Theatre 111, 141.
- Electives from Speech Communication 260, 264, 265, 270, 361, and Theatre 300, 365, 380.

NOTE: If desired, Speech Communication 223 or Theatre 132 may be used as a substitute for Theatre 111. Also, Speech Pathology-Audiology 311 may count in this sequence.

MINOR (Select one of the following sequences):

Speech Communication Sequence

- 18 hours required.
- Required course:
 - Speech Communication 110.
- 15 hours of electives from: Speech Communication 125, 223, 298, 301, 302, 303, 304, 321, 322, 323, 324, 370, Speech Pathology-Audiology 311, and Theatre 141, 341.

Public Arts (Radio-TV) Sequence

- 24 hours required.
- Required courses:
 - Speech Communication 110, 160, 262 or 263.
 - Speech Pathology-Audiology 114.
 - Theatre 111 and 141 or Speech Communication 223.
- Electives to complete 24 hours selected from: Speech Communication 260, 264, 265, 270, 361, 362, and Theatre 365, 380.

MINOR IN SPEECH COMMUNICATION EDUCATION (Select one of the following sequences):

Speech Communication Sequence

- 22 hours required.
- Required courses:
 - Speech Communication 110, 125, 199, 223, 281, 324.
- Electives to complete 22 hours selected from Speech Communication 189, 210, 270, 289, 298, 301, 302, 303, 304, 321, 322, 323, 325, 326, 327, 328, 329, 360, 389.

Public Arts (Radio-TV) Sequence

- 21 hours required.
- Required courses:
 - Speech Communication 160, 262 or 263, 281, 362.
 - Speech Pathology-Audiology 114.
 - Theatre 111 (or Speech Communication 223) and 141.

Speech Pathology - Audiology

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Speech Pathology-Audiology.

Teacher education programs only offered.

COMPREHENSIVE MAJOR:

—42 hours required.

—Required courses:

Speech Pathology-Audiology 114, 215, 311, 316, 318, 319, 350, 351, 371, 372.

Biological Sciences 181, 182.

Special Education 301.

NOTE: The Illinois Certificate in Speech and Language Impaired requires 300 hours of supervised clinical experience. Majors in this program are required to obtain 150 hours of that total by completing one hour of Speech Pathology-Audiology 317 (Speech Pathology sequence) or 352 or 358 (Audiology sequence) and Student Teaching 399. The remaining 150 hours of supervised clinical experience is obtained in graduate school.

—Professional Education Requirements not included in the 42-hour major:

Special Education 145.

Elementary Education 210, 220.

Psychology 232, 334, 346.

Education 231, 399 (Student Teaching).

NOTE: This is a preprofessional program designed to prepare students for graduate work in communicative disorders. Students must have a master's degree in this field to obtain both the Illinois Certificate in Speech and Language Impaired (formerly Special Education-Speech Correction) and the American Speech and Hearing Association's clinical certificate. Copies of the requirements for both of these are available in the departmental office. Those who receive their bachelor's degree after June, 1973, will be required to have a master's in order to receive certification.

MINOR:

—21 hours required.

—Required courses:

Speech Pathology-Audiology 215, 311, 320, 350.

Electives cannot include practicum courses.

NOTE: Students taking this minor will not qualify in this area for Illinois or American Speech and Hearing Association certification.

Theatre

DEGREES OFFERED: B.A., B.S., B.S. in Education.

Further Information: Department of Theatre.
Separate liberal arts and teacher education programs available.

COMPREHENSIVE MAJOR:

—55 hours required.

—Required courses (select one of the following sequences):

Acting-Directing Sequence

Theatre 111, 125, 132 (8 hours), 141, 151, 225, 230 (8 hours), 237 (9 hours), 251, 266, 333, 335.

Electives to complete the 55 hours.

Theatre Production Sequence

Theatre 111, 125, 132 (4 hours), 151, 225, 231, 237 (6 hours), 251, 266, 330, 333, 334, 335, 340, 345.

Electives to complete the 55 hours.

—Theatre majors are expected to participate in at least one University Theatre production each semester. Credit in Theatre 150 or 350 may be earned for this participation.

MAJOR IN THEATRE EDUCATION:

—36 hours required.

—Required courses:

Theatre 111, 132 (4 hours), 141, 151, 237, 251, 301, 333, 335.

Electives to complete the 36 hours.

—See note above on participation in University Theatre productions.

—See note below on recommended Speech Communication courses.

MINOR:

—24 hours required.

—Required courses:

Theatre 111, 132 (4 hours), 141, 151, 237, 251, 335.

Electives to complete the 24 hours.

MINOR IN THEATRE EDUCATION:

—24 hours required.

—Required courses:

Theatre 111, 132 (4 hours), 141, 151, 237, 251, 301.

Electives to complete the 24 hours.

—See note below on recommended Speech Communication courses.

NOTE: The department recommends that students who plan to teach in high schools take Speech Communication 125, 160, and 223 as part of their University Studies requirements.

Graduate Programs

Graduate School Academic Regulations

DEGREES AWARDED

Graduate degrees available at Illinois State University include the Master of Arts, Master of Science, Master of Science in Education, Master of Music, Master of Music Education, Specialist in Education, Doctor of Education and Doctor of Philosophy. (For a list of degrees by field of study, see page 39.)

GRADING SYSTEM, SCHOLARSHIP AND OTHER REQUIREMENTS

Passing grades in the Graduate School are A, B, and C, which represent grade points of 4, 3, and 2, respectively, in figuring grade point averages. Courses completed at this University with grades below C may not count toward a degree, but these grades, D and F, are counted in computing the average. If a graduate student repeats a course, both grades are counted in computing the grade-point average.

A student must have at least a B average in work done at this University in order to be admitted to candidacy for a degree. For graduation a B average is also required. The Dean, in consultation with the student's adviser, may ask a student whose work is unsatisfactory to discontinue graduate work or grant that student a probationary period in which to bring his/her work up to required standards. A student who fails to bring his/her total record up to a B average during the probationary period will not be permitted to register for further graduate work.

It is the student's responsibility to make a formal request for the transfer of any credit which is proposed to be used in meeting requirements at this University. Transfer credit must carry a grade of B or better.

The last course or courses before graduation must be completed with this University.

The Council may deny admission to the University, or registration at any time or admission to candidacy for the degree, upon the basis of unsatisfactory scholarship, or what in their judgment is unfitness for teaching on physical, moral, mental, or emotional grounds.

INCOMPLETES AND DEFERRED GRADES

An I (incomplete) will be given a student who is doing passing work but who, because of illness



or other justifiable reasons, finds it impossible to complete the work by the end of the semester or session. The student must be in class to within three weeks of the close of the semester or one week of the summer session, and the quality of the student's work must be such that it can be completed through special assignments and examinations. Incompletes should be cleared during the next semester or session a student is in school and must be cleared before one year has elapsed. A deferred grade (de) is usually given in research courses leading to a thesis or dissertation if the work is not completed by the end of the semester or session.

Students expecting to graduate at the end of any semester or session should be sure to have incompletes cleared in the Office of Admissions and Records at least three weeks before the end of the semester in order to give adequate time for their records to be cleared for graduation.

ACADEMIC LOAD

Twelve hours is the usual load for a graduate student during the semester. The maximum academic load for graduate students is fifteen semester hours.

In the eight-week summer session, the maximum load is eight semester hours.

A fully employed person may not enroll for more than one course, nor for a total of more than

four hours, during any semester.

If a student holds an assistantship, the academic class load is adjusted accordingly.

APPLICATION FOR GRADUATION

A student must apply for graduation in the Graduate Office, 310 Hovey Hall, before the deadlines specified for each session in the calendar in this catalog. At the time application is made, the graduation fee of \$15 must be paid.

Master's Degrees

GENERAL REQUIREMENTS

Degrees offered are listed with each program. Students should note any special requirements in their respective fields. The minimum credit requirement for the degree is 32 semester hours. A student may elect one of two alternate plans for the degree or meet specific requirements listed under the specified listing. Students may elect to do a thesis for which they may receive from four to six hours of credit in Independent Research 499, or they may elect to do 32 hours of coursework and take a comprehensive examination. The student may not present credits in Independent Research 499 toward the degree unless his/her thesis is completed and approved for deposit in the University Library.

In the arts and science master's programs, including those for college and secondary teaching, a student must present, exclusive of Independent Research 499, at least 12 of the 32 hours in courses numbered at the 400 level, eight hours of which must be in his major field. A total of at least 16 semester hours of work must be in the major field (counting courses at the "300" level and above). Remaining credits may be in such related fields as the student's adviser recommends, with the exception that in the teaching programs certain courses in education and psychology are specified.

RESIDENCE REQUIREMENTS

A candidate for a master's degree must spend at least one full term in residence in order to qualify for the degree. A full term may be interpreted as one semester, with a class load of 8-15 hours, or a summer session with a class load of from 6-8 hours.

TIME LIMITS

All graduate credit used in meeting requirements for the degree must be earned within a period of six years.

COMMENCEMENT

Degrees are conferred and diplomas awarded after the close of each session. Commencement is held once each year at the end of the spring session. Participation is voluntary. Graduate students who expect to complete degree requirements prior to May commencement may participate in that commencement. Those who will finish their degree requirements after May commencement may participate in the following commencement during the next academic year.

TRANSFER AND EXTENSION CREDIT

On approval of the Dean of the Graduate School, a student holding a bachelor's degree from this University may present a maximum of eight semester hours of graduate credit from another college or university for use in meeting the requirements of the master's degree. A student who holds a bachelor's degree from another college or university may present a maximum of six semester hours of graduate credit earned at another college or university. An exception to this would relate to students wishing to transfer credit from any member institution of the Academic Affairs Conference of Midwestern Universities. On approval of the Dean of the Graduate School a student may present up to half of the semester hours necessary for meeting the requirements of the master's degree from any member institution if the courses meet the academic and degree requirements of the applicable department. Present member institutions include Ball State University, Illinois State University, Indiana State University, and Northern Illinois University. Under certain circumstances this exception may be extended by the Dean of the Graduate School to other colleges or universities with the approval of the department in which the student wishes to enroll. A departmental evaluation of the courses presented will be necessary prior to the approval of the Graduate Dean. A student who plans to take courses elsewhere is advised to have such work approved in advance to make sure that the courses are appropriate for his/her curriculum at Illinois State University.

Not more than six semester hours of graduate extension work may be applied toward the master's degree. Correspondence courses are not accepted toward a master's degree. Forms for requesting transfer of credit may be obtained in the Graduate Office, Hovey Hall.

A student should check carefully with his/her adviser the program requirements for master's degrees since the above regulations indicate only minimums set by the Graduate School.

COLLEGE TEACHING PROGRAM REQUIREMENTS

This program is designed for students desiring an internship experience and a basic seminar concerning the nature of college teaching. Students should register for Internship-Seminar in College Teaching 491 and Seminar in College Teaching 474.

Students planning to teach in junior colleges requiring certification may need to take work beyond the 32 hours required for the degree. They should obtain information as to the certification rules of the state in which they desire to teach, in order to include the necessary courses in their programs. Educational Administration offers several courses concerned with the junior or community college.

SECONDARY TEACHING PROGRAM

This master's program for secondary teachers assumes that the student will have completed undergraduate work for certification, and it is designed to provide a master's degree in the student's discipline, with appropriate professional electives. Students needing to meet certification requirements should plan to take such additional courses in education or psychology as will satisfy certification requirements in the states in which they desire to teach.

A student in the master's degree program for secondary teaching must take Education 475, Introduction to Research, or an approved alternate course offered by his own area. In addition the student must select six hours from the following courses:

Measurement and Evaluation in Education 387 (3)
Curriculum Theory 476 (3)

A graduate course in historical, social, or philosophical foundations of education
Principles of Guidance 360 (3)

Independent Study (in Education) 400 (1-3)
Advanced Educational Psychology 416 (3)

The remainder of the coursework is taken in the student's major area. Students should note requirements listed with program offerings in this catalog and should consult advisers concerning their programs.

ADMISSION TO TEACHER EDUCATION PROGRAMS

Students who have been admitted to the Graduate School and who wish to take work leading to certification for public school positions in Illinois should send transcripts of their past work along with a check for ten dollars, to the State Teacher Certification Board, 212 East Monroe Street, Springfield, Illinois 62706, requesting an evaluation for the particular certificate in which they are interested. They should also complete an application form in the office of the Coordinator of Teacher Education, so that they can be assigned an adviser to assist them in planning a program to meet requirements specified by the State Certification Board.

All students seeking to complete certification re-

quirements at Illinois State University must meet university standards for teacher education programs, which include an acceptable academic record and sufficient credits in a suitable teaching field where student teaching assignments are possible. Eventual assignment to student teaching must be approved by both the head of the academic department in the field in which the student plans to teach, and the head of Professional Laboratory Experiences.

Graduate students who already hold certification for teaching but are seeking certification on a different level, such as supervision, will be advised as to procedure in their respective departments.

ADMISSION TO CANDIDACY

To be admitted to candidacy for the master's degree the student must file a Plan of Study with the Dean of the Graduate School. This is done on forms obtained in his program office. At the time of filing, all deficiencies must be removed and the candidate must meet the requirements of the University regarding scholarship (page 73). Normally students apply for admission to candidacy when they have completed approximately half of their work toward the master's degree. They must do so before the beginning of the semester or summer session in which they expect to receive their degree. The Plan of Study must indicate whether the student has selected the comprehensive examination or the thesis option. If the student is offering a thesis as part of his/her work for the degree, the thesis proposal (see below) must have been filed with the Dean of the Graduate School.

THESIS

Students electing the thesis option must register for from four to six hours of 499, Independent Research for the Master's Thesis as approved by their advisers. To register for 499 the student must be actually working on his/her subject under the direction of the adviser or thesis chairperson. No grade will be given for the course but credit will be entered on the student's record at the time his/her approved thesis is deposited in the University library. No credit for 499 may be offered for the master's degree by a student who does not complete a thesis.

A thesis is written under the direction of an advisory committee. The chairperson of the advisory committee must be a member of the program representing the student's major field. This chairperson is appointed by the head of the program or the academic adviser. The second member of the advisory committee is appointed by the program head, following a joint recommendation by the student and the chairperson of the advisory committee. A student must be admitted to a degree program in the Graduate School before a thesis committee can be appointed.

The title, scope, and design of each proposed thesis must be approved by the student's advisory committee and program head. This approval must be received before a student may apply for admission

to candidacy. In order to allow time for review, students are required to file their approved *Proposal for Research* with the Dean of the Graduate School early in the semester preceding the one in which they expect to receive the master's degree. Forms for submitting the proposals are available in the Graduate Office.

There is no assumption of uniformity in thesis research. For example, a student may propose a creative project in art or music. In each instance, however, the completed project must meet approved standards of scholarship in the chosen field of study. In each instance there must be evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the foregoing procedures in a creditable manner.

THESIS CONSULTANT

A thesis consultant approves all theses for the Graduate School before they are officially accepted. The student is urged to consult the thesis consultant of the Graduate School as soon as a preliminary draft of the first part of the thesis has been completed and has received approval by the thesis committee. At this time the thesis consultant will counsel the student regarding problems such as those related to format, footnotes, illustrations, and the use of language.

Before a thesis is deposited in the library, it is the responsibility of the thesis consultant of the Graduate School to examine the materials and to make sure that the report is neatly and correctly typed; is free of technical errors in format, footnoting, and bibliography, is suitable for binding; and reflects credit upon the University and its graduate program. If the form of the thesis is not thus approved, the student must make whatever corrections are necessary and submit the materials again.

A descriptive note or annotation of not more than thirty words and an abstract of not more than three hundred words must be approved by the advisory committee and must accompany the thesis when it is filed in the library.

After approval by the committee members and the thesis consultant for the Graduate School, students must file two unbound examination (carbon) copies of their thesis in their program office at least one week (seven days) before taking their oral examination. It is the students' responsibility to retrieve these examination copies shortly before their oral examination. The adviser has the responsibility of notifying members of the department and the Graduate School office that the copies have been made available for examination and he/she will also notify them of the time and place of the oral examination.

Following the examination the student must file the original copy and the second copy of the approved thesis, with any corrections suggested by his/her orals committee, unbound, in the University library. To be eligible for graduation a student must deposit his/her thesis in the library at least ten days before

the end of the semester. Theses filed after that date will be credited toward graduation the following semester or session.

EXAMINATIONS

An examination, oral, written, or both, must be taken by each student before receiving the master's degree. This examination covers the graduate work which the student is presenting for the degree. The time, place, and nature of the examination are determined by the student's advisory committee if the thesis option has been selected. The comprehensive examination is the responsibility of the program.

ACADEMIC ADVISERS

Each student has an academic adviser to assist in planning his/her work. This adviser should be consulted regarding the sequence of courses, the selection of electives, and the option of thesis or comprehensive examination.

If a student follows a curriculum of specialization in a subject-matter field, the head of the area concerned is the student's academic adviser unless another faculty member has been appointed by the head of the area. This plan applies to all secondary and college teaching curricula, also elementary education with programmatic specialization. In other curricula, other academic advisers have been appointed.

An advisory committee is appointed for each student who writes a thesis. This committee is responsible for directing the thesis project, recommending the student for admission to candidacy for the degree, and conducting the final examination.

If a student chooses the option of a comprehensive examination, the academic adviser has the responsibility of recommending the student for admission to candidacy and conducting the final examination.

PROGRAM APPROVAL REQUIRED

At registration, each student's program should carry the approval of the academic adviser. If a program does not have such approval there is no assurance that the courses can be used in meeting the requirements for the degree.

MASTER OF ARTS

The Master of Arts degree is awarded to a student who has completed an appropriate program, as designated in this catalog, provided the student meets the following requirements: The student must have earned credit for a minimum of two years of a foreign language at the college level, or must demonstrate a reading knowledge of a foreign language. In some programs this must be French or German (see program regulations). The student also must have earned a minimum of 32 semester hours of credit in the humanities and social sciences, in addition to work in foreign language. These requirements in for-

eign language, humanities, and social sciences, may be met by satisfactory work at either the graduate or undergraduate level.

MASTER OF SCIENCE

The Master of Science degree is awarded to students who complete requirements for the degree as designated in the departmental offerings in this catalog.

MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education degree may be awarded to students who have met the requirements of one of the graduate programs in professional education in the University.

MASTER OF MUSIC AND MASTER OF MUSIC EDUCATION

Requirements for these degrees are listed in the section devoted to Music.

Specialist in Education

PROGRAM REQUIREMENTS

ADMISSION

A student seeking admission to a program leading to the Specialist in Education degree must present letters of recommendation and must take qualifying examinations before being admitted to the program. The student may be required to come to the campus for an interview.

Admission of an applicant to a specialist degree program will take account of personal and professional qualifications as well as scholastic records and measurement of academic ability. Admission involves approval by the program as well as the Graduate School.

While the specialist program is a complete program and is usually terminal, a person completing a specialist degree is not precluded from entering a doctoral program. The student should not expect to be able to transfer all his specialist course work to a doctoral program, however, since some work appropriate to the one degree will probably not be appropriate to the other. Similarly a doctoral candidate may not expect to abandon the doctoral program and accept a specialist degree as compensation for a partially fulfilled program.

ACADEMIC ADVISERS

The head of the program, with the approval of the Dean of the Graduate School, appoints an academic adviser for each student admitted to a specialist



degree program. If the student is pursuing a minor field of study, as well as a major field, the adviser, in approving the student's program, should obtain the advice of the area representing the student's minor field. At the time of each registration, the academic adviser files copies of the student's program with the heads of areas concerned with the Dean of the Graduate School.

CURRICULUM

A student selecting the specialist degree must select a major field of study, and a supporting program approved by the academic adviser, the Dean of the Graduate School, and the program directly involved.

TRANSFER AND RESIDENCE

A student seeking the specialist degree may petition to transfer, from another institution, not to exceed six semester hours of graduate credit beyond the master's degree. The Dean of the Graduate School must approve all transfer credit used in meeting the requirements for the specialist degree.

A student seeking the specialist degree must, after receiving a master's degree, complete at this University the equivalent of at least one academic year of graduate work. This must include one semester in which the student is in residence; or one summer in which he/she is in residence for eleven consecutive weeks. Students are considered to be in residence

when a major part of their time is devoted to graduate study and research on the campus.

A student will not be considered in residence while employed fulltime.

With departmental approval not more than six semester hours of graduate extension work may be applied to the specialist degree. Such courses or seminars offered in extension must be taught by regular or associate members of the Graduate Faculty of this university.

TIME LIMITATIONS

The specialist degree is not granted on the basis of a student having successfully completed a certain number of courses, but upon evidence of scholarly attainment as demonstrated especially by examinations and competence in research.

Although course credit is not the primary basis for granting the specialist degree, students are not eligible to take the final examination until the latter part of the session in which they are completing thirty semester hours of work beyond the master's degree. More than two semesters may be necessary to complete all requirements for the degree.

All work for the specialist degree must be completed within six calendar years after the student begins work beyond the master's level. If this work is not completed within this time, the student may be required to take additional examinations, or additional course work, or both, in order to continue in the specialist program.

ADMISSION TO CANDIDACY

A student seeking the specialist degree may be admitted to candidacy after: (a) removal of any deficiencies assessed at admission, (b) approval of the proposal for research, and (c) approval by his/her academic adviser of a plan of study leading to the specialist degree.

RESEARCH

A student seeking the specialist degree is required to complete a research project that gives evidence of his/her scholarly attainment and capacity for independent investigation appropriate to the degree.

The Dean of the Graduate School appoints the student's research committee, which includes the academic adviser. The topic and research design must be approved by the Dean of the Graduate School and the area representing the student's major field. The entire committee shares the responsibility for the research project although the academic adviser may work more directly with the student.

FINAL EXAMINATION

The Dean of the Graduate School appoints a committee which is responsible for the final examination. This examination may be oral, written, or both. The committee includes the student's academic adviser, as well as other members of the graduate faculty.



New Center for the Visual Arts

Doctor of Philosophy and Doctor of Education

PROGRAM REQUIREMENTS

ADMISSION

A student seeking admission to a doctoral degree program must present letters of recommendation, and must take qualifying examinations before being admitted to the program. The student may be required to come to the campus for an interview.

Admission of an applicant to a doctoral program will take account of personal and professional qualifications as well as scholastic records and measurement of academic ability. Admission involves approval by the program as well as the Graduate School.

ACADEMIC ADVISER

The head of the program, with the approval of the Dean of the Graduate School, appoints an academic adviser for each student admitted to a doctoral program. The adviser is responsible for approving the student's program of courses with the advice of departments representing, when applicable, both major and minor fields. Normally this function is assumed by the chairperson of the student's dissertation committee after that committee has been named. At the time of each registration, the academic adviser files copies of the student's program with the heads of programs concerned and with the Dean of the Graduate School.

REQUIRED COURSES AND FIELDS

A doctoral student may select both a major and a minor field (or fields) of study. The selection of minor field (or fields) must have the approval of the Dean of the Graduate School and the program directly involved. A minor field may, under certain circumstances, be in the same area as a major field.

RESIDENCE

A doctoral student, after completing work for a master's degree or its equivalent, must complete at least four semesters of resident graduate work, including at least two consecutive semesters in full-time residence at this University. Work in summer sessions may not be used in meeting this requirement of two consecutive semesters. A student is considered to be in full-time residence when a major portion of his/her time is devoted to graduate study and research on the campus.

A student will not be considered in residence while employed full-time.

With program approval not more than six sem-

ester hours of graduate extension work may be applied to the doctoral degree. Such courses or seminars offered in extension must be taught by regular or associate members of the Graduate Faculty of this University.

TIME LIMITATIONS

The doctor's degree is not granted on the basis of a student having successfully completed a certain number of courses, but upon evidence of scholarly attainment as demonstrated especially by examinations and competence in research.

All work for the doctorate, including the dissertation, must be completed within eight calendar years after the student begins work beyond the master's level. If the work is not completed within this time, the student may be required to take additional qualifying examinations, or additional course work, or both, in order to continue in the doctoral program.

LANGUAGE REQUIREMENTS FOR THE PH.D.

All candidates for the Ph.D. must meet appropriate standards in oral and written English. In addition, the general requirement for the degree is a reading knowledge of two foreign languages chosen from French, German, Russian, or other approved languages. In some fields, the native language of a foreign graduate student may be offered in fulfillment of a foreign language requirement.

In all cases the program involved shall furnish evidence of its approval of a student's choice of language as containing a substantial body of knowledge pertinent to his/her field of inquiry and may furnish evidence that the candidate has proficiency in that language.

By petition, the student may substitute a more advanced knowledge of one language for a reading knowledge of two. In either case the Department of Foreign Languages has the responsibility of certifying that the language requirement has been met. A reading examination is given from an article or book in the candidate's field. The use of a dictionary is permitted. Advanced knowledge of a single foreign language is demonstrated by skills sufficient to give and to comprehend lectures in the field of specialization, to respond to questions relating to the specialization as well as to read the language without the aid of a dictionary. Language examinations are given according to a schedule published in the annual calendar.

The Graduate School permits the substitution of other research tools or competencies for one of

the two foreign language requirements, where such substitutions are particularly appropriate to the field involved. Programmatic alternatives are described with departmental offerings in this catalog.

RESEARCH TOOLS FOR THE Ed.D.

Ed.D. candidates who are not required to offer foreign languages as research tools are expected to have developed other competencies appropriate for doctoral candidates in their fields. These may involve proficiencies in such areas as statistics, measurement and evaluation, research techniques, and experience in field survey work or special course work.

As is the case with ability to use a foreign language, some research skills may be the product of undergraduate and early graduate work. The concern of the Graduate School is that the doctoral candidate: (a) be able to understand the research work of leading scholars in his field, (b) master the processes which will enable him to do productive research himself, and (c) be able to report his research findings clearly to others.

PRELIMINARY EXAMINATION AND ADMISSION TO CANDIDACY

A doctoral student may be admitted to candidacy after: (a) meeting the foreign language requirement or alternate approved program, (b) passing a comprehensive preliminary examination, and (c) receiving approval of the dissertation topic.

The comprehensive preliminary examination is written or written and oral. It covers both major

and minor fields. It also is concerned with the student's professional competence and ability to undertake independent research.

The Dean of the Graduate School appoints the examining committee which includes the student's academic adviser and a representative of his/her minor field (or fields).

DISSERTATION FOR THE Ph.D. AND Ed.D.

Doctoral candidates are encouraged to select a dissertation topic early in their work and to plan their course work with the advice of their dissertation committees. The Dean of the Graduate School appoints a dissertation committee of not less than three members, the chairperson of which acts as the student's academic adviser. The topic of the dissertation must be approved by the Dean of the Graduate School as well as this committee. The entire committee shares responsibility for the dissertation although the chairperson may work more directly with the student.

The dissertation for the Ph.D. must involve independent research and an original contribution to knowledge. While the dissertation for the Ed.D. may meet the above requirements, it is customary to allow greater flexibility in the Ed.D. dissertation, so that it may, for instance, involve the application of existing knowledge or theory to a practical educational problem or situation.

The dissertation must be approved by the dissertation committee, as well as the final examination committee appointed by the Dean of the Graduate School. This committee represents the University at large.

The student is not required to have the dissertation printed. Students are required to pay the expense of microfilming for distribution by University Microfilms. The University may publish part or all of the dissertation.

REGISTRATION FOR DISSERTATION WORK

Candidates for the doctorate who have completed coursework must register for Research 590 or a similar course recommended by their areas during the semester or summer session in which they take their final oral examinations and in any semester or summer session in which they hold assistantships or fellowships, or in which they wish to use University facilities.

FINAL EXAMINATION

The Dean of the Graduate School appoints a committee which is responsible for the final examination. This examination may be oral, written, or both, and is concerned with more than the dissertation topic. The committee includes the student's academic adviser, as well as other members of the graduate faculty.



Fields of Graduate Study

Art

DEGREES OFFERED: M.A., M.S., M.S. in Ed., Ed.D.

ART EDUCATION

Each student's program is developed in consultation with an adviser from the Art Education Area. Programs should include a concentration of studies which reflects students' interests. Some examples are: (1) Arts and crafts for elementary and secondary schools, (2) Curriculum and supervision of elementary and secondary school art, (3) Elementary art, (4) Secondary art, (5) Community art programs and centers, (6) Research and innovation in art education, and (7) College and University art.

ART HISTORY AND AESTHETICS

The program will be developed in consultation with an adviser from the Art History or Aesthetics area. Each program is designed with the individual student's strengths and interests in mind.

ART STUDIO

Degrees are offered in advanced ceramics, design, drawing, jewelry, painting, printmaking, sculpture and weaving. The program will be developed in consultation with an adviser from the major studio area. Each program is designed with the individual student's strengths and interests in mind.

DOCTOR OF EDUCATION DEGREE IN ART

The doctoral requirements are flexible enough to tailor each program of studies to suit the individual student. The program can best be described as studies in the practice and teaching of art. The major is in the Art Department and the minor must be outside the department. The minor may be in any department which has a graduate program related to any student's specific course of studies that has been approved by the Art Department.

The sequential procedure leading to the degree is as follows:

- a. admission to advanced graduate standing in the Department of Art.
- b. a tentative advanced graduate study program planned in consultation with the director of Graduate Studies in Art.
- c. a Degree Program Interview (for final approval of degree study program).
- d. Admission to doctoral candidacy.
 1. Preliminary Comprehensive Examinations following completion of approximately two-thirds of the planned course requirements.
 2. approval of the dissertation topic by the

student's committee.

- e. completion of terminal degree requirements within five years of the date on which candidacy was granted.

The department reserves the right to keep examples of original work produced by graduate students for its permanent collection of student art work.

Biological Sciences

DEGREES OFFERED: M.S., M.S. in Ed., Ph.D.

Master's degree students are required to take the following courses: 300 and 301 — Readings in the Biological Sciences, and 304 — Seminar in Biology. University requirements for the M.S. and Ph.D. degrees are described elsewhere in this catalog.

A student working toward the Ph.D. degree in Biology may concentrate his studies in the following areas: botany, genetics, microbiology, physiology, or zoology.

PH.D. LANGUAGE REQUIREMENTS

General language requirements of the Graduate School apply. With the approval of the Program Graduate Curriculum Committee, the head of the program may permit the substitution of Psychology 440 and 441 **OR** Mathematics 350 and 351 for one of the two foreign language requirements. The student is required to earn a grade of A or B in both of the courses in the sequence selected.

Business

DEGREES OFFERED: M.A., M.S., M.S. in Ed.; Accounting, Business Administration, Business Education

The University offers programs leading to the M.A., M.S., or M.S. in Ed. degrees. The Master's program in Business is administered in Accounting and in Business Administration, while the Master's programs combining Business and Business Education are administered in Business Education. Candidates for the master's degrees should consult with the head or chairperson of the area in which the particular program is administered to determine the specific requirements for the degree.

Admission to a degree program in Business requires an acceptable score on the Admission Test for Graduate Study in Business and an acceptable undergraduate grade point average. Additional factors such as rank in graduating class, trends in student's grade record, and experience may be considered. (Also, see pp. 10-13.)

Chemistry

DEGREES OFFERED: M.S., M.S. in Ed.

MASTER'S DEGREE IN CHEMISTRY

Chemistry offers a two-track master's program: one in chemistry and one in the teaching of chemistry. The former requires a thesis based on original research in chemistry in addition to a core program of courses prescribed by the program. In addition a student must demonstrate a proficiency in the reading of German, Russian or French or other approved language.

The thesis is optional for the major in the teaching of chemistry. Under special circumstances, with the approval of the program head, graduate credit may be allowed for Chemistry 362 and 363 for the teaching option.

Economics

DEGREES OFFERED: M.A., M.S.

Students will ordinarily be expected to write a thesis for which they will receive 4 to 6 hours of credit. If they can demonstrate to the satisfaction of the program chairperson that they have already done substantive writing in the discipline, they may elect to take 32 semester hours of course work and write a comprehensive examination in lieu of the thesis. Economics 438, 440 and 441 are required of all master's degree candidates.

Education

DEGREES OFFERED: M.A., M.S., M.S. in Ed., Counselor Education; M.S. in Ed., Reading; M.A., M.S., M.S. in Ed., Supervision.

COUNSELOR EDUCATION

The following courses are required in all master's degree programs in Counselor Education: Education 360, 460, 462, 463, 464 and Psychology 420. Additional courses are selected following recommendations of the adviser with reference to the following areas of specialization:

A. Elementary School Counseling. Prepares counselors for elementary and junior high schools. Persons completing this program will be eligible for the Special Certificate in Guidance in the State of Illinois.

B. Secondary School Counseling. Prepares counselors for secondary schools. Persons completing this program will be eligible for the Special Certificate in Guidance in the State of Illinois.

C. Counseling in Higher Education. Prepares counselors for junior and senior colleges, and student personnel workers for institutions of higher education.

READING

Requirements for an M.S. in Ed. with specialization in reading will vary somewhat depending upon the area or level of reading in which the graduate student plans to concentrate. However, all students are expected to have a common base of knowledge about reading processes, diagnosing reading abilities and providing desirable programs in reading.

Students who elect an M.S. in Ed. with a specialization in reading will be required to have a minimum of one undergraduate course in reading and will demonstrate a proficiency in word analysis skills. Students who have deficiencies should have them cleared before enrolling in advanced courses in reading.

All students in the reading program will be expected to complete successfully at least one reading practicum. Assignment of academic advisement of students will depend on their selection from among the following areas of concentration:

A. Clinical Reading. Major emphasis upon diagnosis and educational accommodation of special cases of severe reading disability. Advisement: Chairperson, Special Education.

B. Elementary School Reading. Emphasis upon the roles of teachers and reading consultants in developmental reading program for elementary education. Advisement: Chairperson, Elementary Education.

C. General, Secondary, and Higher Education Reading. Developmental programs and general functions of reading specialists or consultants and the kinds of services provided in general, secondary, or higher education. Advisement: Chairperson, Education.

From 25 to 27 semester hours are required, including the following:

1. Ed. 475, 476, and one course in history, philosophy, or social foundations of education.

2. 18 semester hours of study from among the following reading courses as advised: 301, 303, 307, 308, 350A, 350B, 401, 402, 405, 408, 419, and a classroom diagnostic course in reading.

Other courses, workshops, etc., in reading may be used to fulfill the requirements in No. 3 below, but they cannot be used to substitute for the course listed.

3. Additional courses to complete the program requirements as advised.

SUPERVISION

(1) For Persons Desiring Certification

While courses and advisement in this field fall mainly in the area of Education, the Coordinator for Teacher Education may assign students to advisers in other programs for study of supervision in special areas.

The following courses are required in the Supervision curriculum, regardless of the specialization: Education 387, 437, 475, 476, 477, 478, and Educa-

tional Administration 481.

A graduate course is also required for all candidates in the Supervision curriculum from one of the following fields: History of Education, Philosophy of Education, or Social Foundations of Education.

If specialization is in Elementary Supervision, the additional course, Education 403, is required.

If specialization is in the Supervision of Student Teaching, the additional course, Education 497, is required.

Additional courses are to be selected following recommendations of adviser. Such courses may include those to be taken in other programs.

Students entering this curriculum should hold a teaching certificate. Students without teaching experience may be admitted to the program but will be expected to obtain such experience prior to admission to candidacy for the degree.

Persons completing this program will be eligible for a supervisory certificate in the State of Illinois.

(2) For Persons Not Desiring Certification

If a person outside the field of professional education has a need for a program in supervision but does not need certification, an individualized program can be designed to meet his/her needs. Students will be advised in Education but with close consultation with one or more people in other programs where they may desire to do a considerable amount of their academic work.

Educational Administration

DEGREES OFFERED: M.A., M.S., M.S. in Ed., Spec. in Ed., Ed.D., Ph.D.

MASTER'S DEGREE PROGRAM

At least 20 semester hours of Education or courses approved by the program as equivalent are required including Education 475 and 476; Educational Administration 478, 479, and 481; Sociology 465; and for the 39-hour master's degree program described below, Educational Administration 582. Additional courses are selected with the recommendations and consent of the adviser in this curriculum.

Students without teaching experience may be admitted to this program but will be expected to obtain experience in education prior to admission to candidacy for the degree if certification for administrative positions in Illinois public schools is desired.

In addition to the regular requirements a Master of Science in Education may be awarded in Educational Administration upon the completion of 39 hours of course work provided that the above requirements are met and at least six hours are taken in fields other than Education.

A program in educational administration and special education is offered in cooperation with the Department of Special Education. Consult the chairperson of either area for details of the program.

SPECIALIST AND DOCTORAL PROGRAMS

Programs have as their major purpose the preparation of administrators in educational institutions at all levels. In addition, the doctoral program may prepare individuals for research positions in educational administration.

FOREIGN LANGUAGE REQUIREMENTS FOR Ph.D. CANDIDATES

General Graduate School requirements apply. However, when approved by the chairperson of Educational Administration and Dean of the Graduate School, a student may substitute evidence of proficiency in statistics for one of the two foreign languages specified in the general requirements for the Ph.D. degree. Evidence of having met this statistical proficiency may be shown by:

1. Successful completion of two 400 level courses in statistics and/or psychometrics, or

2. Passing an examination showing proficiency expected of one having completed two 400 level courses in statistics and/or psychometrics. An examination prepared for this latter option should be the joint responsibility of Psychology and Educational Administration.

Elementary Education

DEGREES OFFERED: M.A., M.S., M.S. in Ed.

PROGRAMS OFFERED

Master's degree programs in Elementary Education and related areas of specialization.

THREE ALTERNATIVE PROGRAMS:

Alternative I is a 32 semester hour program requiring 26-28 hours in course-work plus 4-6 hours for thesis credit. A minimum of 12 semester hours in education is required, including EED 403, 476, Ed. 475, and 3 hours selected under advisement.

Alternative II is a 32 semester hour program and a comprehensive examination. Course requirements are the same as Option I.

Alternative III is a 39 semester hour program applicable to the Master of Science in Education degree. A minimum of 15 semester hours in education are required including EED 403, 476, 477, 496, and 475. EED 496 is required after the student has completed 27-30 semester hours.

ELEMENTARY CURRICULUM

Students interested in curriculum and curriculum theory and development are advised to pursue an emphasis in this area. Especially recommended for students planning to become curriculum specialists, and teaching team leaders.

AREA SPECIALIZATION**Academic Field:**

Students may elect to pursue a study concentration within an academic discipline. Advisement appropriate to the area of study will be provided.

Early Childhood Education:

Students may elect to pursue a specialization in early childhood education relative to career objectives.

Urban Education:

Special program alternatives are available for those students who wish to declare special career interests in urban education.

Preparation to Teach:

Students with an earned degree in a field other than professional education may pursue a graduate program of studies designed to prepare the student for teaching. The certification requirements will usually be satisfied through this program.

ELEMENTARY READING

Students interested in Elementary School reading will be assigned to advisement in the program, following their request at the time of admission.

SUPERVISION OF ELEMENTARY SCHOOL INSTRUCTION

Students interested in preparing for positions as elementary supervisors will be assigned to advisement in the program following their request at the time of admission.

English**DEGREES OFFERED: M.A., M.S., M.S. in Ed.**

The Department of English offers work leading to the master's degree in two areas: the Liberal Arts and Sciences area, and the teaching area.

In the Liberal Arts and Sciences area, the student must, except in Special Studies Options, complete all thirty-two hours of classwork in English. The student may not apply courses that are peculiar to institutes and similar programs or the following courses toward the degree: 370, 372, 375, 390, 395, 490, 491, 492, 493.

In the teaching area, the student may elect to fulfill the requirements of the College Teaching Program, the Community College Teaching Program, the Secondary Teaching Program, or the K-9 English Teaching Program. The requirements for the College, Community College, and Secondary Teaching

Programs are set out elsewhere in this catalog. More detailed information on all programs is included in the graduate handbook of the English Department.

The following comments are applicable to all three programs. A minimum of two years of college level French, German, or another approved language or demonstrated ability therein is required for the Master of Arts degree. Spanish is recommended for students in the Community College Teaching Program. A student may choose one of two methods of completing work toward the master's degree: complete 32 hours of course work followed by an oral evaluation; or complete 28 hours of course work and write a thesis followed by an oral examination.

A student should normally elect courses which would provide concentration in the literature areas. A student in the Secondary Teaching Program may choose to concentrate in children's literature or professional studies but must take at least six hours in literature of England or America.

A student may take a course designated "Studies," "Selected Figures," or "Seminar" more than once, provided the course does not duplicate subject matter previously covered. No more than six hours of course work may be offered from Related Courses.

300—LEVEL COURSES

These courses stress intensive study of several authors (usually no more than three or four) and their works, or authors representative of literary trends or periods, or genres. Emphasis is placed on the literary texts themselves. Students should have had a survey course or a 200-level course in the period.

400—LEVEL COURSES

Students enrolling in 400-level courses should have taken a 200-level course (or equivalent) in the period, authors, or genre covered by the 400-level course. Courses at the 400-level stress critical and scholarly analyses of periods, texts, genres, and authors. When centered on authors, the course will usually cover only two or three authors and their works. Literary criticism applying to the course subject will be included. One 10-page paper or several short papers or reports generally are required.

Candidates for graduate degrees must have at least four courses at the 400-level or above.

Foreign Language**DEGREES OFFERED: M.A., French; M.A., M.S. in Ed., Spanish.**

Foreign Languages reserves the right to examine transfer students as to their ability to carry courses on the 300 level.

The program offers work leading to the following degrees: M.A., M.S. in Ed. The Master's degree program is flexible, permitting specialization in either French or Spanish. Courses are approved by major adviser and head of Foreign Languages. A thesis may be required at the discretion of the program head.

Geography

DEGREES OFFERED: M.A., M.S., M.S. in Ed.

The master's program in geography is intended to accomplish two purposes: (1) enhance the student's general background of geographic knowledge and understanding, and (2) provide basic research and writing skills. The second aim is accomplished through courses in geographic thought and methodology, quantitative methods, field techniques, library research techniques, cartography, and aerial photograph interpretation. Some degree of specialization can be developed in courses and in the completion of the thesis.

The department offers opportunities for specialization or emphasis in physical, urban, economic, resource, and cultural geography. Regional emphases are possible in Europe and North America.

Health and Physical Education

DEGREES OFFERED: M.A., M.S., M.S. in Ed.

Students working on a master's degree must complete at least 18 hours in Health and Physical Education, excluding thesis credit. All programs except those with a dance concentration must also include, from this area, 442 and 497. Students who desire a concentration in dance must complete, from the area, 497, 460, and 469 and 10 more semester hours in dance or other physical education courses for a total of 18 semester hours. All students have the option of completing a thesis, including creative ones, or pursuing the non-thesis comprehensive examination option. Students who select the comprehensive examination must include in their programs at least two semester hours of credit in HPE 400, Independent Study. It should be noted that approval of the appropriate program graduate coordinator is required for HPE 400, Independent Study, and for HPE 489, Advanced Study; these two courses are classified as "General Courses" and are described elsewhere in this bulletin.

History

DEGREES OFFERED: M.A., M.S., M.S. in Ed.

MASTER'S DEGREE IN HISTORY

The Master's degree in History requires 32 semester hours of graduate credit in History and such related subjects as the graduate student adviser recommends. A student who chooses to emphasize U.S. History must earn at least five semester hours of graduate credit in History other than U.S. History. A student who chooses to emphasize Western Civilization or the Non-Western World must earn at least five semester hours of graduate credit in U.S. History.

At least 16 semester hours of credit must be at the 400 level. History 497, Research Seminar is required of all students, and if possible should be taken in the first semester of graduate study.

Each student may choose between (1) writing a Master's thesis and (2) taking a comprehensive examination. A student may receive up to six semester hours of credit for a Master's thesis. Preparation of a Master's thesis is of advantage to students who expect to work toward a doctor's degree, and for this reason students who plan to enter a doctoral program are encouraged to write a thesis. The student who chooses the comprehensive examination will take the examination when completing the required 32 semester hours of course work. Students are also required to submit two seminar papers for inspection at the time of their comprehensive examination.

Home Economics and Industrial Technology

DEGREES OFFERED: M.A., M.S., M.S. in Ed., Home Economics; M.A., M.S., M.S. in Ed., Industrial Technology.

HOME ECONOMICS

INDUSTRIAL TECHNOLOGY

Programs Offered

The master's degree program provides opportunity to elect majors in industrial technology, industrial education, industrial education administration, traffic education, and occupational safety. Within these broad programs a student may select courses which will lead to specialization.

Information Sciences

DEGREES OFFERED: M.A., M.S., M.S. in Ed., Speech Communication; M.A., M.S., M.S. in Ed., Instructional Media.

Speech Communication offers areas of emphasis in the general communication theory, organizational communication, persuasion, group communication process and leadership, contemporary communication criticism, minority group communication problems, communication education, language behavior and mass communication.

The Instructional Media program also allows the student to obtain a degree by taking the comprehensive examination or writing a thesis. The following courses or their equivalent are prerequisite to the program: Education 240 and Education 241 or Library 310 depending on the student's interest or needs.

For the present, the program in Instructional Media will have its main emphasis on preparing

students in the area of production. This does not preclude students from working in Instructional Media Research or in Administration.

Mathematics

DEGREES OFFERED: M.A., M.S., M.S. in Ed.

All programs, determined by the student and his adviser, reflect the recognized need for creative teachers of mathematics at all levels, for innovative research mathematicians, and for qualified persons in the fields of statistics, computer science, and applied mathematics.

For the degrees of Master of Arts and Master of Science, the student must meet the general university requirements listed elsewhere in this catalog and the following program requirements: (1) The student must pass the mathematics comprehensive examination. Complete information on the comprehensive examination is available in the mathematics office. (2) Before completion of the degree, the student is required to a. take 315 and 317, b. take at least one of the courses from each of the sequences 312-313, 347-348, and 350-351, and c. complete at least one of the sequences in b. Students are encouraged to take 316 and to complete all three of the sequences in b. Entering students will be expected to have completed at least three of the courses in a. and b. in their undergraduate work. Courses equivalent to those above will be accepted.

A student may elect hours in an area outside mathematics with the approval of the chairperson of the program. A thesis may also be elected and in this case the student will work with an adviser in a selected area of interest.

The following courses, listed according to career interest, are recommended as electives in the program of a candidate for the degree of Master of Arts or Master of Science:

- (1) Further graduate work in mathematics: 310, 320, 349, 407, 408, 447, 448, 470, 471,
- (2) Mathematics education: 310, 320, 323, 421, 422,
- (3) Statistics: 450, 451, 452, 453, 455, 458,
- (4) Industry or Government:
 - (a) computer science: 366, 368, 370,
 - (b) applied mathematics: 335, 340, 341, 370.

For the degree of Master of Science in Education with a major in mathematics the student must meet the general university requirements listed elsewhere in this catalog and must fulfill the requirements of either the College Teaching Program or the Secondary Teaching Program as outlined on page 75. Upon completion of the degree the student must have had courses numbered 300 or above in algebra, analysis, geometry, and mathematics education. Courses in statistics and number theory are highly recommended. The student's adviser along with the student will tailor the program to meet the background and needs of the student.

Each candidate must pass the mathematics comprehensive examination unless he elects to write a thesis, in which case the examination usually consists of an oral defense of the thesis. If the thesis option is chosen, the student will work with an adviser in a selected area of interest. It should be noted that in the College Teaching Program option the preparation is usually for the teaching of lower-division college courses in mathematics.

Music

DEGREES OFFERED: M.A., M.M.E., M.M., M.S.

All students seeking an advanced degree in music must take placement examinations in the areas of theory and history and literature. Program requirements will be determined in part by the results of the placement tests, and students should check with their program adviser to develop their individual programs of study. Students must also have taken the music sections of the Graduate Placement Examination prior to their acceptance as candidates for the degree.

All graduate students in music will take a minimum of eight semester hours as a core requirement. In addition, all graduate students will select an area of concentration consisting of a minimum of twelve semester hours. The following concentrations are available: Musicology, Theory and Composition, Performance, and Music Education.

Students wishing to take graduate applied music must audition in their specific performance area.

Thesis options include: thesis, recital, composition, comprehensive examination.

CORE REQUIREMENTS

The following courses are required for all master's degrees:

357	Music Bibliography	2 hrs.
453	Studies in Music	3 hrs.
	One course in music styles (as advised)	3 hrs.
		8 hrs.

CONCENTRATIONS

(All concentrations are available with the M.A. degree. The concentrations of Composition and Performance are available with the M.M. degree. With the M.M.E. degree, only the concentration of Music Education is available.) The following concentrations (12-hour minimum) are available to graduate students. Students should declare their concentration before enrolling for their first semester of graduate study.

Musicology (Available with M.A.)

358	Notation	2 hrs.
452	The Symphony	3 hrs.
454	History of Musical Instruments	2 hrs.
455	Music in America	3 hrs.
	Electives in Musicology	2 hrs.
		12 hrs.

Theory and Composition (Available with M.A. and M.M.)

305 Composition	3 hrs.
One course in music styles (as advised)	3 hrs.
464 Theory Pedagogy	2 hrs.
Electives in Theory	4 hrs.

12 hrs.

Performance (Available with M.A. and M.M.)

431, 432, etc. (Applied Music)	6-10 hrs.
330 Pedagogy and Literature	2 hrs.
Electives in performance area	0-4 hrs.

12 hrs.

Music Education (Available with M.M.E. and M.S.)

460 Psychology of Music Education	3 hrs.
461 Seminar in Music Education	3 hrs.
497 Research Seminar	3 hrs.
Electives in Music Education	3 hrs.
Applied Music	4 hrs.

16 hrs.

Political Science**DEGREES OFFERED: M.A., M.S.**

Students may take either a comprehensive program, which requires courses in five sub-fields, or a thesis program which requires courses in at least three sub-fields. Detailed information about program requirements should be obtained from the program's graduate adviser.

Psychology**DEGREES OFFERED: M.S., Psychology; M.A., M.S., M.S. in Ed., School Psychology**

The following courses are required for a master's degree in Psychology: Psychology 418, Psychology 420, Psychology 440 or Psychology 442. In addition three of the following courses will be required: Psychology 301 or 302, Psychology 320, Psychology 350, Psychology 352, Psychology 361, and Psychology 363. Other courses may be required depending on the area of concentration the student selects and depending on the student's background. Areas of concentration available to students are: General Psychology (within this area students can pursue experimental, measurement and statistics in the behavioral sciences and educational psychology), Clinical Psychology, Counseling Psychology, and School Psychology. (In Clinical Psychology the primary emphasis is upon the training of skilled professionals. The program requires essentially two years to complete, with the first year devoted to basic course work, and the second year reserved for a two-semester practicum experience and further advanced course work. The objective of the program in Counseling Psychology is to qualify students for counseling positions in

a number of different settings — junior or senior colleges, family service agencies, mental health centers, correctional programs, rehabilitation centers, etc.)

The requirements for admission to a degree program in psychology are somewhat higher than those for the University at large. Because of the nature of the courses, admission to the professional courses and practica in the Counseling, Clinical, and School Psychology areas is granted only to degree candidates with the permission of the instructor. These courses are 432, 433, 435, 436, and 437.

Sociology-Anthropology**DEGREES OFFERED: M.A., M.S., Sociology**

The 32 hours of graduate work includes five hours of Thesis. Specific course requirements are Sociology 466 (Seminar in Sociological Theory), Sociology 497 (Seminar in Sociological Research), and three hours of Statistics at either the 300 or 400 level. Entering students should have 12 semester hours (or the equivalent) in Sociology-Anthropology.

Special Education**DEGREES OFFERED: M.A., M.S., M.S. in Ed.**

Graduate work for the master's degree is offered in the following areas of specialization: Deaf and Hard of Hearing, the Maladjusted, Mentally Retarded, Visually Impaired, and Physically Handicapped. Program requirements are as follows:

1. At least 12 semester hours in Education and Psychology are required, including Education 475 and Psychology 301.
2. Additional courses are selected following recommendations of the chairperson of Special Education with reference to areas of specialization.

Students interested in a program of Clinical Reading should request assignment to this program when applying for admission. (See requirements on page 82.)

A program in educational administration and special education is offered in cooperation with Educational Administration. Consult the chairperson of either area for details of the program.

Speech Pathology and Audiology**DEGREES OFFERED: M.A., M.S., M.S. in Ed.**

In addition to the general requirements of the Graduate School, the candidate for the master's degree in speech pathology and audiology must meet the academic requirements for clinical certification by the American Speech and Hearing Association. These requirements presume a well-integrated undergraduate and graduate program that includes 18 semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing, and language and 42 semester

hours in courses that provide information about and training in the management of speech, hearing, and language disorders and that provide information supplementary to these fields. Certification by the American Speech and Hearing Association requires the completion of 275 clock hours of supervised, direct clinical experience with individuals presenting a variety of disorders of communication. Certification for the public schools of Illinois also requires a Master's degree, at least 66 semester hours of related undergraduate and graduate coursework, and 300 clock hours of supervised clinical experience.

Theatre

DEGREES OFFERED: M.A., M.S.

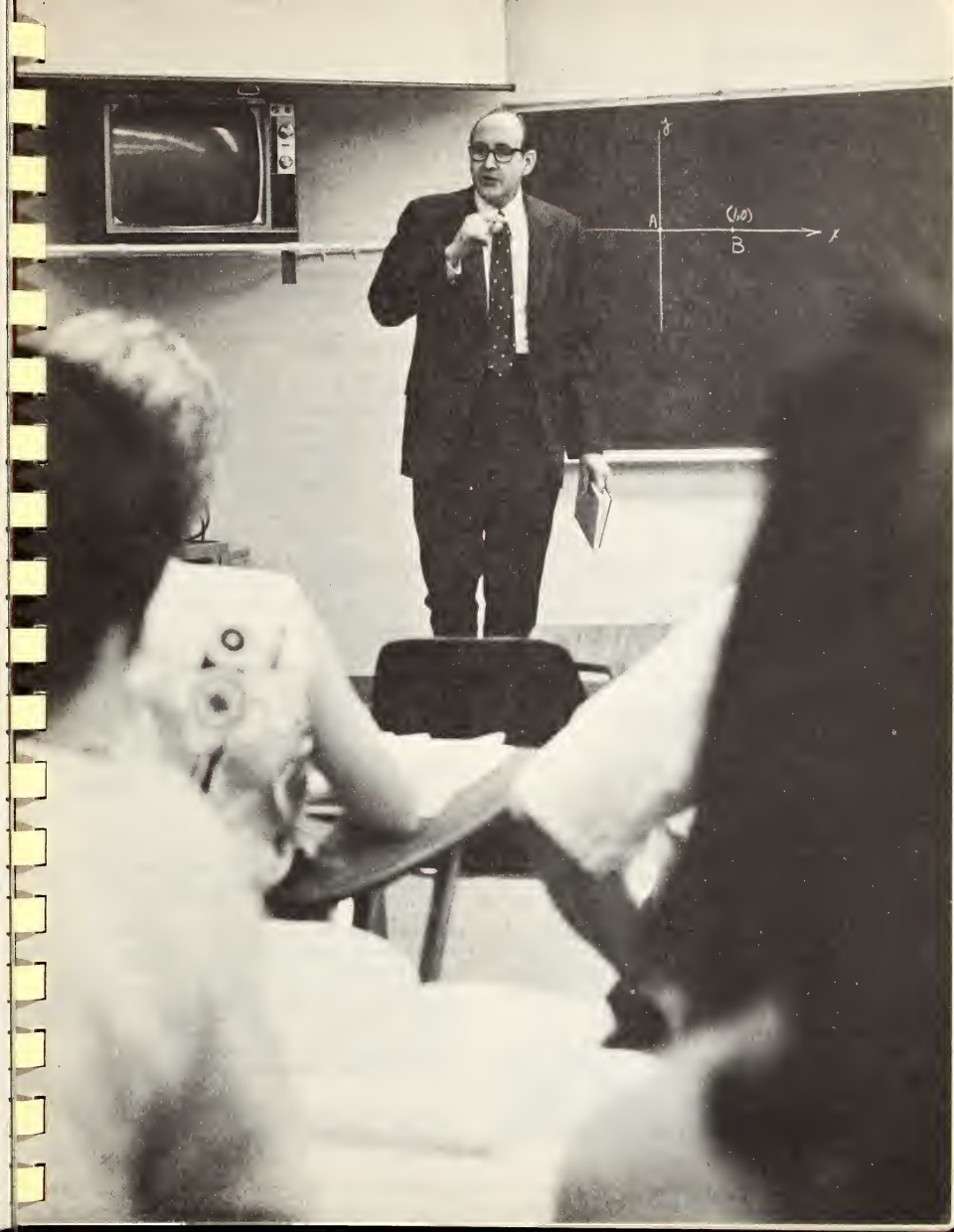
Graduate students in Theatre are expected to

enroll in a balanced program of courses with areas of specialization to be chosen from among acting, directing, scene design, costume design, theatre history, and dramatic theory and criticism. Identification of a special area is not required.

Western European Studies

DEGREE OFFERED: M.A.

The Western European Studies program is designed for students who wish to pursue international careers in business or government as well as for those who want a broader understanding of Western European affairs. The program consists of intensive training in a modern European language and course work in business, economics, geography, history, and political science.



Course Offerings and Faculty

This section gives information about all courses offered by the University. Information about each faculty member of each department or area indicates the highest academic degree held and the institution which awarded that degree.

The faculty and courses are listed in the following order, and the indicated abbreviations are used in course information:

- Accounting (ACC)
- Agriculture (AGR)
- Allied Health Professions (AHP)
- Art (ART)
- Biological Sciences (BSC)
- Business Administration (BUA)
- Business Education (BED)
- Chemistry (CHE)
- Curriculum and Instruction
- Economics (ECO)
- Educational Administration (EDA)
- English (ENG)
- Foreign Languages (FOR)
- Geography-Geology (GEO)
- Health, Physical Education and Recreation (HPE)
- History (HIS)
- Home Economics-Industrial Technology (HEC)
- (IT)
- Information Sciences, including
 - Educational Media (EDM)
 - Journalism (JRN)
 - Library Science (LSC)
 - Speech Communications (SP)
- Mathematics (MAT)
- Music (MUS)
- Philosophy (PHI)
- Physics (PHY)
- Political Science (POS)
- Professional Laboratory Experiences (PLE)
- Psychology (PSY)
- Sociology-Anthropology (SOA)
- Special Education (SED)
- Speech Pathology-Audiology (PAS)
- Theatre (THE)
- General Offerings and Courses in Corrections
- Milner Library Faculty

SEMESTER PLAN

The University operates on the semester plan. The credit value of all courses is stated in terms of semester hours. Ordinarily, a semester hour is assigned for a fifty-minute class meeting per week for a semester of 18 weeks; therefore, a course valued at

three semester hours generally meets three periods weekly. In laboratory courses, at least two fifty-minute periods per week are ordinarily required for each semester hour of credit.

COURSE NUMBERS

Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

- 100-199 Lower division courses, primarily for freshmen and sophomores.
- 200-299 Upper division (senior college) courses for juniors and seniors. A student must have 60 semester hours to take courses at this level unless special permission is obtained from the student's academic adviser.
- 300-399 Advanced undergraduate and graduate courses. Courses at this level are open to juniors, seniors, and graduate students.
- 400-499 Graduate courses. Courses at this level are for graduate students. In exceptional instances, a senior may receive permission to enroll for undergraduate credit in a course at this level. Such permission is granted only upon the recommendation of the student's adviser with agreement of the chairman of the department offering the course.
- 500-599 Courses limited to advanced graduate or doctoral students.

COURSE DESCRIPTIONS

Courses are listed in alphabetical order by departments or fields of learning, with an appended list of General Courses which may be offered by any department.

The following information is given for each course, in the following order: course number (3 digits preceding the title), course title, credit value (in semester hours), US (indicated if the course is approved for use in meeting requirements in University Studies), and F (for Fall) and S (for Spring) to indicate the semester for which a course is planned as an offering during the 1973-74 academic year.* Following the above information, any prerequisites, re-

* The University may add or cancel scheduled offerings after publication of this catalog depending upon adequacy of enrollment and availability of faculty.

strictions on enrollment, and any special considerations are noted in italics. Example:

101 MUSIC THEORY 4 US F
MUS 100 or cons Theory cord.

The course number, 101, indicates that the course is open to freshmen and sophomores. The digit, 4, following the title indicates the credit value in semester hours. US denotes approval for credit in University Studies. F indicates that the course is to be offered during the Fall semester. The second line indicates the necessary background for enrolling in the course. In the example given, a student must have passed Music 100 or have consent of the coordinator of Music Theory courses prior to enrollment in 101.

Abbreviations commonly used in course information

and special notations are given below:

May be repeated indicates that a course may be taken for credit more than once if different content is planned; however, there may be a maximum amount of credit specified for the course.

Variable credit courses. If a course leads to differing numbers of hours, a student should plan with the adviser the number of hours to be sought.

Cons reg req (or rec) means that concurrent registration in two courses is required (or recommended).

Cons inst means consent of the instructor.

Cons dept chm means consent of the chairman of the department offering the course.

Clsd maj min indicates that the course is closed (not available for credit) to a student with a major or minor in the program in which the course is offered.

Accounting

Chairman: James A. Hallam, 118 East Gate Hall.

Professor:

Hallam, James A.	Ph.D., Iowa
Secoy, Thomas G.	Ph.D., Illinois
Tussing, Robert T.	Ph.D., Texas

Assistant Professor:

Brigham, Thomas A.	Ed.D., Northern Illinois
Buehlmann, David M.	M.A.S., Illinois
Currie, David R.	M.A.S., Illinois
Fish, Gary L.	M.A.S., Illinois
Lere, John C.	M.P.A., Texas
Rausch, Alan J.	M.S., Illinois State
Rexroad, W. Max	M.A.S., Illinois
Sieg, Herbert C.	M.A.S., Illinois
Simon, John R.	M.A.S., Illinois
Zika, Kenneth J.	M.S., Illinois State

Instructor:

Scott, James B.	M.S., Illinois State
Stauffer, John A.	M.S., Illinois State
Wright, James L.	M.A.S., Illinois

Faculty Assistant:

Bell, Stephen J.	B.S., Illinois State
Conway, David W.	M.S., Illinois State
Edgecombe, John S.	B.S., Illinois State
Manahan, Richard A.	M.S., Illinois State
Rainbolt, Ronald J.	B.S. in Ed., Illinois State
Sands, Dorothy D.	A.B., Oberlin
Toepke, Leon W.	M.S., Illinois State

131 ELEMENTARY ACCOUNTING I 3 US F, S

132 ELEMENTARY ACCOUNTING II 3 US F, S
ACC 131.

160 COMPUTER PROGRAMMING FOR BUSINESS 3 F, S

High school algebra.

FORTRAN and packaged programs for applications in business.

230 MANAGERIAL ACCOUNTING 3 F, S
ACC 132.

Discussion of product costing, planning and controlling routine operations, and analysis of non-routine decisions.

231 INTERMEDIATE ACCOUNTING 3 F, S
ACC 132.

Theory and procedures underlying income statement as report on operating performance and balance sheet as report on financial position.

232 ADVANCED ACCOUNTING 3 F, S
ACC 231.

Examination of theory and problems involved in accounting for stockholders' equity, funds flow, partnerships, and consignment and installment sales.

260 BUSINESS DATA PROCESSING 3 F, S
ACC 131.

Data processing concepts and COBOL programming.

330 FUND ACCOUNTING 3 F
5 hrs. of ACC.

Accounting applications to financial planning and control for non-profit institutions.

332 ADVANCED MANAGERIAL ACCOUNTING 3 F
ACC 230, 260, BUA 100, MAT 121.

Recent conceptual and analytical developments in the area of management accounting.

333 INCOME TAX PROCEDURE 3 F, S
ACC 131 or equiv.

Emphasis on individual. Introduction to corporation and partnership.

334 ADVANCED TAX PROBLEMS 3 S
ACC 333 or cons dept chm.

Intensive examination of corporation, partnership, estate, trust, and gift tax problems.

335 **AUDITING** 3 F, S
12 hrs of ACC.

The CPA profession; auditors' opinion; evidence; internal control; auditing standards, programs, procedures and ethics; statistical sampling; working papers.

337 **ADVANCED ACCOUNTING PROBLEMS** 3 F, S
ACC 232.

Theory and problems involved in preparation and interpretation of consolidated statements; estates and trusts.

361 **BUSINESS SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMING** 3 F, S
ACC 132 and either ACC 160 or 260.

Introduction to systems analysis and design for business data processing.

366 **ADVANCED BUSINESS DATA PROCESSING** 3 F, S
ACC 260 or cons dept chm.

Advanced applications using disk systems, tape systems and operating systems as applied to business problems using COBOL.

367 **COMPUTER APPLICATIONS FOR BUSINESS DECISION MAKING** 3 F
9 hrs of ACC, including 160 or 260; 12 hrs BUA including 100 and/or MAT 250 or cons of dept chm.

Dynamic mathematical techniques using accounting data to solve business problems. Linear programming, queuing-line problems, structure of business games, models.

375 **PROFESSIONAL PROBLEMS** 3 S
24 hrs. of ACC including ACC 337 or cons dept chm.

An in-depth study of contemporary accounting problems with a strong orientation toward the preparation for the CPA examination.

430 **ADVANCED ACCOUNTING THEORY** 4 F
15 hrs of ACC or cons of dept chm.

Fundamental concepts of accounting theory: their nature, structure, history, development and relation to current accounting problems.

431 **CURRENT ISSUES IN ACCOUNTING** 4 Summer Only
ACC 430 or 18 hrs of ACC or cons of dept chm.

Current issues and controversies in theory and prac-

tice; attention given to authoritative pronouncements and professional literature.

435 **ADVANCED AUDITING** 4 F
ACC 335 or cons of dept chm.

Auditors' opinion reviewed; AICPA literature on auditing; legal liability; auditing cases; readings on traditional and current problems of the profession.

439 **ADMINISTRATIVE ACCOUNTING** 4 S
15 hrs of ACC or its equiv and cons of dept chm.

Accounting as a tool for administrative control and decision making. Organization and operations of accounting functions for administrative purposes.

450 **MANAGEMENT ACCOUNTING** 4 S
Not open to students who have taken ACC courses beyond elementary ACC (6 hrs or equiv).

Accounting as a tool in solving problems in conducting a business enterprise, and in making investment and credit decisions.

464 **COMPUTER METHODOLOGY** 2 S
Not open to students who have 6 hours of computer courses including ACC 160 or 260 or equiv.

FORTRAN and packaged programs for advanced business students.

468 **COMPUTER-BASED MANAGEMENT INFORMATION SYSTEMS** 3 S
ACC 260 and 361, or cons of dept chm.

Designing of management information systems, modules and their integration into an overall computer-based management information system for business.

470 **ADVANCED STUDIES IN SPECIALIZED FIELDS** 2-4 S
15 hrs. of ACC or cons of dept chm. May be repeated.

Recent development in accounting, data processing, and information systems.

497 **ACCOUNTING RESEARCH AND REPORTS** 4 F
15 hrs of ACC or cons of dept chm.

Research methodology, bibliography, reporting techniques, sources of reference materials. Individual practice in conducting and reporting on specific research projects.

499 **INDEPENDENT RESEARCH FOR MASTER'S THESIS** 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Agriculture

Chairman: James L. McBee, 124 Turner Hall.

Professor:

Culver, Alfred A.	Ph.D., Purdue
Fuess, Frederick W.	Ph.D., Michigan State
McBee, James L.	Ph.D., Missouri
Moore, Clarence L.	Ph.D., South Dakota State
Woods, Harvey S.	Ph.D., Illinois

Associate Professor:

Bristol, Benton K.	Ed.D., Pennsylvania State
Henry, Reginald D.	Ph.D., Missouri
James, Kenneth E.	Ed.D., Missouri
Sagebiel, Joe A.	Ph.D., Missouri
Thompson, James T.	Ph.D., Kentucky

Assistant Professor:

Bomke, Arthur A.	Ph.D., Illinois
Chrudimsky, Wilbur W.	Ph.D., Oklahoma State
Forgey, George W.	Ph.D., Illinois State
Litherland, Richard K.	M.S., Southern Illinois

Adjunct Faculty:

Butz, Dale E.	Ph.D., Minnesota
Leatherman, Don E.	M.B.A., Indiana

In meeting program requirements in Agriculture, the student should note that the courses are considered in areas, as follows:

General courses: 100, 302, 303.

Agricultural Economics: 110, 213, 214, 216, 314, 316.

Agricultural Education: 295, 396.

Agricultural Mechanics: 130, 231, 232, 234, 235, 240, 345.

Agronomy: 150, 157, 250, 251, 252, 272, 352, 355, 356, 357.

Animal Science: 170, 171, 272, 274, 276, 277, 278, 279, 280, 281, 282, 283, 288, 372, 373, 374, 375.

100 AGRICULTURE OF DEVELOPING COUNTRIES 2 US F, S

Creative approaches to understanding the role of agriculture in developing countries. Analysis of agricultural problems, policies and processes.

110 INTRODUCTORY AGRICULTURAL ECONOMICS 3 US F, S

Fundamental principles of economics applied to agriculture, agriculture finance, prices, taxation, marketing, and land use.

130 INTRODUCTION TO AGRICULTURAL MECHANICS 3 F, S

Lecture and laboratory.

Place of mechanics in agriculture. Examples, problems, discussion and laboratory exercises in present and future mechanics applications.

150 INTRODUCTION TO PLANT SCIENCE 4 US F, S

Fundamentals of plant science; importance, classification, distribution and production practices of the major crops of the world.

157 SOIL SCIENCE 4 F, S

Five hours of CHE. Lecture and laboratory.

Origin and formation, physical and chemical properties, moisture relationships, liming and fertilizing soils. Chemical and physical tests of soils.

170 INTRODUCTION TO ANIMAL SCIENCE 4 US F, S

Lecture and laboratory.

Breeding, selection, genetics, nutrition, physiology and production of farm animals. Fundamentals of animal science.

171 LIVESTOCK FEEDING PRINCIPLES 3 F, S

Classes of feeds, nutrients, their functions in the animal body, choice of feedstuffs and balancing of rations.

213 FARM MANAGEMENT 3 F, S

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214 AGRICULTURE MARKETING 3 F, S

Markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agriculture credit facilities.

216 FARM ACCOUNTING 2 F, S

Application of accounting principles and forms to the farm business; farm financial records and methods of determining production costs.

231 AGRICULTURAL CONSTRUCTION AND MAINTENANCE 3 F, S

AGR 130. Lecture and laboratory.

Selection, use and maintenance of hand and power tools and equipment for construction and maintenance in agriculture; shop organization; shop safety.

232 AGRICULTURAL POWER UNITS AND MACHINERY 3 F, S

Lecture and laboratory.

Principles of single and multiple cylinder engine operation. Selection, adjustment, operation and maintenance of field machinery.

234 SOIL AND WATER CONSERVATION 3 F, S

Lecture and laboratory.

Drainage, soil erosion control, water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.

235 FARM UTILITIES 3 F, S

Lecture and laboratory.

Application of electricity for light, heat, and power; principles of operation, selection, installation of electrical equipment. Water supply, sewage systems.

240 AGRICULTURAL POWER SYSTEMS 3 F, S

AGR 232. Lecture and laboratory.

Selecting, analyzing, maintaining spark-ignition and diesel tractors. Principles of hydraulics, power transmission, and electrical regulation systems.

250 GRAIN AND SOYBEAN

PRODUCTION 3 F, S
AGR 150 and BSC 121 or 190. Lecture and laboratory.

Principles of planting, cultivating and harvesting grain and soybeans; control of diseases, insects, pests and weeds.

251 FORAGE CROP PRODUCTION 3 F, S
AGR 150 and BSC 121 or 190. Lecture and laboratory.

Characteristics, utilization and production of principal forage plants. Recent literature in forage management reviewed.

252 ORNAMENTAL HORTICULTURE 3 F, S
AGR 150 and BSC 121 or 190.

Selecting, propagating and managing ornamental plants.

272 AGRICULTURAL GENETICS 3 F, S
BSC 121 or 190, AGR 170 and 150, or cons inst. Lecture and laboratory.

Hereditry, variation and development of domesticated plants and animals. Mendelian genetics, mutations, linkage, quantitative inheritance and population genetics.

274 DAIRY SCIENCE 4 F, S
AGR 171 or cons inst. Lecture and laboratory.

The dairy industry, breeds, selection, judging, care and management of dairy cattle, quality milk production, milk products and milk testing.

276 PORK PRODUCTION 3 F, S
AGR 170, 171. Lecture and laboratory.

Breeds; care and management of breeding herd; care and feeding of pigs; selecting swine for breeding and marketing.

277 SHEEP PRODUCTION 3 F, S
AGR 170, 171. Lecture and laboratory.

Breeding, feeding and management practices essential for economical production of the farm sheep flock.

278 BEEF PRODUCTION 3 F, S
AGR 170, 171. Lecture and laboratory.

Beef cattle industry, economics, care, management and production skills involved in cow-calf and finishing cattle operations.

279 POULTRY PRODUCTION 3 F
AGR 170. Lecture and laboratory.

Breeding, feeding and management practices essential for the poultry business.

280 LIVESTOCK SELECTION 3 S
Laboratory.

Fundamentals of livestock and dairy selection; relation to production, marketing and showing.

281 DAIRY CATTLE SELECTION 2 F
AGR 280 of cons inst. Laboratory.

Specialized training in evaluating dairy cattle. Comparative terminology, decision making and presentation of oral reasons. Field trips to dairy farms.

282 LIVESTOCK HEALTH AND DISEASES 3 F, S
BSC 190, AGR 170 or cons inst.

Animal physiology, anatomy, sanitation and diseases. Prevention and control of diseases of domesticated species of livestock.

283 ARTIFICIAL INSEMINATION OF FARM ANIMALS 3 F, S
Lecture and laboratory.

Principles of artificial insemination and factors affecting conception in natural and artificial breeding.

288 ADVANCED LIVESTOCK SELECTION 3 F
AGR 280. Laboratory

Judging various species of livestock in relation to their functions in show ring and market.

295 SUMMER EXPERIENCE IN AGRICULTURAL EDUCATION 3 Summer only
This course cannot be used as an elective in technical agriculture.

Experience in summer duties with an agricultural occupations teacher in high school; planning and orienting the year's activities.

302 SPECIAL PROBLEMS IN AGRICULTURE 1-3 F, S
Comprehensive major, major, or minor in AGR, GPA 2.5. Cons inst and dept chm. May be repeated to total six hrs.

Special work in research interests of student and staff. Projects must be approved by the staff member and the chairman of the department.

303 SEMINAR IN AGRICULTURE 1 F, S
Senior standing.

314 GRAIN MARKETING 2 F
AGR 214.

Economics and marketing problems in grain industry. Special emphasis on futures marketing.

316 LIVESTOCK MARKETING 2 S
AGR 214.

Economic principles applied to marketing of livestock and livestock products. Consideration given to producers, processors, and distributors.

345 AGRICULTURAL ACCIDENT PREVENTION 3 F, S
Also offered as IT 373.

Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.

352 TURF MANAGEMENT 3 S
AGR 150 and BSC 121 or 190.

Principles and practices used in management of turf-grasses; residential and recreational turf.

355 PLANT BREEDING 3 S
AGR 272.

Breeding procedures and techniques used in developing new varieties of field crops.

356 PLANT PROPAGATION 3 F, S
 AGR 250, 251 and 252. *Lecture and laboratory.*
 Basic principles and commercial practices involved in sexual and asexual propagation of agricultural plants.

357 SOIL FERTILITY AND FERTILIZERS 4 F, S
 AGR 157. *Lecture and laboratory.*

Fundamental concepts of soil fertility and fertilizer manufacturing. Plant nutrition, factors affecting plant growth, soil-plant relationships, and macro-and micro-nutrients.

372 LIVESTOCK BREEDING 3 S
 AGR 272 or BSC 319.

Reproduction and principles of heredity and their application to livestock breeding; population genetics, inbreeding, relationship, outbreeding and selection.

373 REPRODUCTIVE PHYSIOLOGY AND MILK SECRETION 3 S
 AGR 170 and 272.

Reproduction in livestock, anatomy of the reproductive and hormonal systems, physiological and hormonal aspects of lactation.

374 DAIRY CATTLE FEEDING AND MANAGEMENT 3 F
 AGR 274.

Feeding and management of dairy cattle as they relate to an economic dairy farm operation.

375 ANIMAL NUTRITION 3 S
 AGR 170, 171.

Science of animal nutrition; special attention to recent discoveries pertaining to the protein, mineral and vitamin requirements of livestock.

396 METHODS AND PROCEDURES IN AGRICULTURAL EDUCATION 5 F, S
 EDU 216.

Procedures in planning, conducting, evaluating and teaching preparation necessary for a complete program in agricultural education.

Allied Health Professions

Director: Alan T. Folkens, 106B Moulton Hall.

Professor:

Jacobson, Alvin R.

Ph.D., Iowa

Associate Professor:

Folkens, Alan T.

Ph.D., South Dakota

Assistant Professor:

Berkbugler, John W.

B.S., Southwestern State College

Chang, Hsing-Chi

Ph.D., Northwestern

Spencer, Charles T.

M.S., Wayne State

Lecturer:

Budig, Jeanne E.

M.S., Illinois State

Finley, Sister Mayme

B.S. in M.R.S., Incarnate Word College

Sharp, Maurine L.

B.A., Millikin

VanWyngarden, Jerry W. B.S.Med.Rec.Sci., Seattle

Faculty Assistant:

Rogers, Moyne A.

B.S., Southwestern State College

Adjunct Faculty:

Taraska, John J.

M.D., Jefferson Medical College

100 INTRODUCTION TO THE HEALTH

COMMUNITY 3

F, S

Health care facilities and their organizational patterns; the role of health related professionals.

105 MEDICAL TERMINOLOGY 2

F, S

200 HEALTH INFORMATION

MANAGEMENT 3

F, S

AHP 105 or equiv.

Guidelines for organization and management of medical transcription units.

201 FUNDAMENTALS OF MEDICAL

SCIENCE 1 3

F

Relationship between human organism and disease



processes, including treatment and management of patients.

202 FUNDAMENTALS OF MEDICAL SCIENCE II 3 S
AHP 201.

Continuation AHP 201.

210 INTRODUCTION TO MEDICAL RECORDS ADMINISTRATION 3 F, S

211 NOSOLOGY AND HEALTH DATA MANAGEMENT 3 F, S
AHP 105 or equiv.

Skills in the use of approved disease and operative classification systems.

220 ORGANIZATION AND MANAGEMENT OF RECORD CENTERS 3 F, S
Course in Prin of Mgmt.

Application of principles of organization and management to development and administration of medical record centers.

230 LAW, HEALTH CARE, AND DOCUMENTATION 2 F, S

Federal, state, and local laws governing the preparation and use of medical records.

248 DIRECTED PRACTICE 2 F, S
Student assignment to medical record centers for direct experience.

300 MEDICAL INFORMATION SYSTEMS DESIGN 2 F, S
Systems analysis; techniques, design of computer-compatible medical records.

310 MEDICAL RECORDS ADMINISTRATION SEMINAR 2 F, S

348 CLINICAL PRACTICUM AND RESIDENCY 2 F, S
Rotation and project assignments in medical record centers in Illinois area health facilities.

Art

Chairman: Frederick V. Mills, 212 Centennial West.
Distinguished Professor:

Hoover, F. Louis Ed.D., New York

Professor:
Barford, George M.A., Columbia
Freyberger, Ruth M. Ed.D., Pennsylvania State
Mills, Frederick V. Ed.D., Indiana
Niemi, Edwin E. M.S., Wisconsin

Associate Professor:
Boyd, Harold E. M.F.A., Kansas
Colvin, William E. Ed.D., Illinois State
George, Raymond E. M.A. in Ed., Northern Iowa
Gregor, Harold L. Ph.D., Ohio State
Hartley, W. Douglas Ph.D., New York
Moore, Barry E. Ed.D., Illinois
Myers, Joel P. M.F.A., Alfred University
Packwood, Mary M. Ed.M., Missouri
Rennels, Max R. Ed.D., Indiana
Salome, Richard A. Ed.D., Stanford
Stumbo, Hugh W. Ph.D., Ohio State
Towner, Naomi W.

M.F.A., Rochester Institute of Technology

Assistant Professor:
Amster, Stephanie H. M.F.A., Texas
Amster, Susan F. Ph.D., Texas
Anderson, Frances E. Ed.D., Indiana
Bock, Walter F. M.A., California (Berkeley)
Carswell, Rodney T. M.F.A., Colorado
Ernest, Nicholas J. M.A.T., Indiana
Fancher, Oliver B. B.F.A., Washington, (St. Louis)
Haid, Nannette K. M.F.A., Virginia Commonwealth
Harris, Otto D. M.A., Columbia
Hentz, Richard J. M.F.A., Northern Illinois

Ph.D., Iowa
Holder, Kenneth A.

M.F.A., School of the Art Institute

Jackson, Ronald H. M.F.A., California College of Arts and Crafts
Knoblock, Keith P. M.F.A., Ohio State
Kohn, Jay C. M.F.A., Wisconsin
Malone, Thomas E. M.S., Wisconsin
Mather, Timothy W. M.F.A., Ohio University
Mawdsley, Richard W. M.F.A., Kansas
Natale, Joseph M. M.S., Indiana State
Small, Robert W. M.Ed., St. Lawrence
Stefl, E. Robert M.S., Southern Illinois
Steinburg, C. Louis M.S. in Ed., Southern Illinois
Suhr, Jurgen P. M.A., Illinois State
Sweet, Arthur W. M.S., Florida State
Tinsley, Wendell B. M.F.A., Iowa
Toperzer, Thomas R. M.F.A., Nebraska
Wesle, John H. M.A., Western Reserve

Instructor:
Burn, Emilie E. M.S., Tennessee
Newby, Marilyn P. M.S. in Ed., Southern Illinois
Walter, Anne B. M.S., Illinois State

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

100 INTRODUCTORY ART WORKSHOP 2 US F, S
Drawing, painting, printmaking, sculpture, and crafts.

101 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 2 F, S

- 102 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 3 F, S
ART 101.
- 103 VISUAL ELEMENTS 2 F, S
Fundamentals of two-dimensional design.
- 104 BASIC DRAWING 2 F, S
Practice in drawing using a variety of materials.
- 105 TEACHING ART IN THE JUNIOR HIGH SCHOOL 2 F, S
- 108 STRUCTURAL DESIGN 2 F, S
Principles applied to creating products for home or industry.
- 109 BASIC MATERIALS 2 F, S
Fundamentals of three-dimensional design.
- 110 BASIC MATERIALS 2 F, S
Continuation of ART 109.
- 111 ART FUNDAMENTALS 3 F, S
Primarily for students in HEC.
- 113 LIFE DRAWING 3 F, S
Anatomy and design of human figure.
- 114 LIFE COMPOSITION 3 F, S
ART 113.
Continuation of study of human form
- 116 PUPPETRY 2 F, S
- 118 LANDSCAPE COMPOSITIONS AND SKETCHING 3
- 124 INTRODUCTION TO JEWELRY 2 F, S
Fundamental processes in crafting of precious and semi-precious metals.
- 126 VISUAL COMMUNICATIONS I 2 F, S
ART 103 or equiv.
Studio work in hand lettering, type usage, and layout procedures.
- 127 POTTERY 2 F, S
Designing, making, glazing, and firing of pottery.
- 132 SCULPTURE 2 F, S
Experimentation with modern sculptural techniques.
- 140 WEAVING 3 F, S
Introduction to various weaving techniques.
- 150 ART APPRECIATION 2 US F, S
Non-ART majors.
Survey of art styles.
- 155 SURVEY OF ART I 3 US F, S
Arts from pre-historic times to end of Medieval period.
- 156 SURVEY OF ART II 3 US F, S
Arts from the end of 14th century to first World War.
- 161 EXPERIMENTAL PAINTING 2 F, S
Experimental work with variety of transparent and opaque painting media.
- 162 EXPERIMENTAL PAINTING 2 F, S
ART 161.
Continued experiments in painting media.
- 200 ART MATERIALS FOR ELEMENTARY SCHOOLS 3 F, S
- 201 CRAFTS FOR ART EDUCATION 3 F, S
ART majors and minors; others by cons dept chm.
- 202 TEACHING ART IN THE ELEMENTARY SCHOOLS 2 F, S
ART majors and minors; others by cons dept chm.
- 203 TEACHING ART IN THE SECONDARY SCHOOLS 2 F, S
ART majors and minors; others by cons dept chm.
- 204 JUNIOR PARTICIPATION IN ART 1 F, S
Must be taken conc with either ART 202 or 203.
Observations and participation in teaching art.
- 206 THE ART RESOURCE PERSON 1
Ten hrs in ART. EDU majors only.
- 207 ART FOR EXCEPTIONAL CHILDREN 3 F, S
ART 101. For SED students. No credit if credit in Art 201.
- 211 ADVANCED CRAFTS 3 F, S
Majors and minors, others by cons dept chm.
- 213, 214, 215 LIFE DRAWING 1 ea.
ART 114.
Practice in drawing the human figure.
- 224 JEWELRY 2 F, S
ART 124.
Advanced problems in jewelry.
- 226 VISUAL COMMUNICATIONS II 3
ART 126.
Studio work in graphic design for visual communications media.
- 227 CERAMICS 2 F, S
ART 127.
Advanced problems in ceramic design.
- 232 SCULPTURE 3 F, S
ART 132.
Advanced sculpture in various media.
- 240 WEAVING 3 F, S
ART 140.
Advanced work in various weaving techniques.
- 245 PRINTMAKING 2 F, S
ART 104.
Introduction to printmaking techniques.

250 THE ARTS AND MODERN

MAN 2 US F, S
Selected works from music, theatre and visual arts.

255 GLASS 3

One ART course or cons inst.
Basic techniques of glass blowing.

261 PAINTING 3 F, S
ART 161.

Composition in oil and survey of contemporary trends in painting.

262 PAINTING 3 F, S
ART 161. Continuation of ART 261.

321 PHILOSOPHY OF ART 3

324 ADVANCED JEWELRY AND SILVERSMITHING 2-6 F, S
ART 224. May be repeated.326 VISUAL COMMUNICATIONS III 3 F, S
ART 126 and 226.
Advanced studio work in advertising and editorial layout.327 ADVANCED CERAMICS 2-6 F, S
ART 227. May be repeated.331 ADVANCED DRAWING 1-3 F, S
ART 114. May be repeated.332 ADVANCED SCULPTURE 2-6 F, S
ART 232. May be repeated.340 ADVANCED WEAVING 2-6 F, S
ART 240. May be repeated.345 ADVANCED GRAPHICS 2-6 F, S
ART 245. May be repeated.351 SPECIAL PROJECTS IN ART 2-6 F, S
Cons inst. May be repeated.355 ADVANCED GLASS 2-6
ART 255. May be repeated.
Advanced skills of creating hand blown glass.361 ADVANCED PAINTING 2-6 F, S
ART 262. May be repeated.366 ANCIENT ART 3 S
Art of early civilizations, Eastern Mediterranean-Egyptian, Mesopotamian, Greek and Roman.367 CLASSICAL ART 3
Art and architecture of the civilization of the Aegean world in ancient times, Minoan, Cycladic, Mycenaean, and Greece from circa 3000 B.C. to circa 30 B.C.370 MODERN ART 2 US F, S
Painting and sculpture in Europe and America from the late 19th century to 1960.373 INDIAN ARTS OF MIDDLE AMERICA 3
Place of Indian arts today with special reference to the Cuna Indians of the San Blas Islands.

374 HISTORY OF MEDIEVAL ART AND ARCHITECTURE 3 F

375 ITALIAN RENAISSANCE ART 3 F

377 HISTORY OF BAROQUE AND ROCOCO ART 3 F, S

378 HISTORY OF 19TH CENTURY ART AND ARCHITECTURE 3 F, S
Concentration is centered on the art of Europe.380 ART IN THE UNITED STATES I, COLONIAL-19TH CENTURY ROMANTICISM 3
American Art from the Colonial Period through 19th Century Romanticism.381 ART IN THE UNITED STATES II, AMERICAN IMPRESSIONISM-WORLD WAR II 3
American Art from late 19th century Impressionism to the advent of World War II.382 ART IN THE UNITED STATES III—WORLD WAR II—PRESENT 3
Complex artistic developments which occurred in the United States from World War II to the present.

401 HISTORY AND PHILOSOPHY OF OF ART EDUCATION 3 F

402 STUDIES IN ART EDUCATION 2 F, S
Problems in art education from point of view of research and experimentation.

403 ORGANIZATION OF PUBLIC SCHOOL ART PROGRAMS 2

411 ART IN ELEMENTARY SCHOOLS 3 S

412 ART IN SECONDARY SCHOOLS 3 S



- 421 *PROBLEMS IN TEACHING ART IN HIGHER EDUCATION* 2-5 F, S
Observation, participation, and teaching at the college level. Assignments are made with the approval of the department chairman at least two months prior to registration.
- 422 *COLLEGE PROGRAMS IN ART* 2 F, S
Planning and administration of college and university art programs.
- 425 *PSYCHOLOGY OF ART* 3 F
- 444 *PROBLEMS IN STUDIO WORK* 2-6 F, S
May be repeated. Cons inst.
- 451 *SPECIAL PROJECTS IN ART* 2-6 F, S
May be repeated. Cons. inst.
- 471 *PRIMITIVE ART* 3
- 482 *CONTEMPORARY PAINTING* 3

483 *MODERN ARCHITECTURE* 3

- 491 *INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN ART* 3
See EDU 491.

- 499 *INDEPENDENT RESEARCH FOR MASTER'S THESIS* 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

- 597 *RESEARCH SEMINAR* 1-6 F, S
May be repeated.
Introduction to bibliography, methods and evaluation of research in the field.

- 599 *DOCTORAL DISSERTATION*
Variable Credit F, S
May be repeated.

Biological Sciences

Chairman: R. Omar Rillelt, 206 Felmley Hall of Science.

Professor:

- Birkenholz, Dale E. Ph.D., Florida
Brockman, Herman E. Ph.D., Florida State
Brown, Walter H. Ph.D., Illinois
Dilks, Eleanor Ph.D., Wisconsin
Fensholt, Dorothy E. Ph.D., Northwestern
Frehn, John L. Ph.D., Pennsylvania State
Hetzel, Howard R. Ph.D., Washington
Liberta, Anthony E. Ph.D., Illinois
Martens, J. Louis Ph.D., Indiana
Mentzer, Loren W. Ph.D., Nebraska
Mockford, Edward L. Ph.D., Illinois
Rhymer, E. Ione Ph.D., Illinois
Rillelt, R. Omar Ph.D., Wisconsin
Weigel, Robert D. Ph.D., Florida
Willis, Edwin R. Ph.D., Ohio State

Associate Professor:

- Brown, Lauren E. Ph.D., Texas
Carlock, John R. M.S. in Ed., Illinois State
Chasson, Robert M. Ph.D., Missouri
Chuang, Tsan-lang Ph.D., California (Berkeley)
Fitch, Kenneth L. Ph.D., Michigan
Huizinga, Harry W. Ph.D., Connecticut
Jensen, D. Reed Ph.D., Utah State
Mizer, Orrin J. Ph.D., Iowa
Moore, Harold A. M.S., Illinois
Nadakavukaren, Mathew J. Ph.D., Oregon State
Pittman, David D. Ph.D., Southern Illinois
Tone, Jim N. Ph.D., Iowa State
Ward, Jack A. Ph.D., Illinois
Weber, David F. Ph.D., Indiana

Assistant Professor:

- Cralley, John C. Ph.D., Illinois
Haines, Bruce L. Ph.D., Duke

- Jackson, Harry O. M.S. in Ed., Illinois State
McCracken, Derek A. Ph.D., Toronto
Richards, Brent D. Ph.D., Michigan State
Schwalm, Fritz E. Ph.D., Phillips Universitaet Marburg

- Weber, Darlene H. Dir. of H.S., Indiana

Instructor:

- Parker, Beulah M. M.S., Illinois State

Adjunct Faculty:

- Miller, Marcia A. Ph.D., Ohio State
Reardon, Robert M. M.D., State University of New York
Downstate Medical Center at Brooklyn

- 100 *INTRODUCTION TO BIOLOGICAL SCIENCES* 3 US F, S
Not open to BSC majors or minors, Lecture and laboratory.

Biological principles in relationship to man.

- 102 *SOUTHEASTERN FIELD STUDIES* 2 US S
Lecture and laboratory.

Collection and identification of plants and animals from coastal areas of Florida and the West Indies.

- 121 *GENERAL BOTANY* 4 US F, S
Lecture and laboratory.

- 122 *COMPARATIVE BOTANY* 4 US F, S
BSC 121. Lecture and laboratory
Morphology and phylogeny of non-vascular plants.

- 123 *COMPARATIVE BOTANY* 4 US F, S
BSC 121. Lecture and laboratory.
Morphology and phylogeny of vascular plants.

- 145 **HYGIENE** 2 US F, S
Basic human physiology, nature of disease; principles and problems of personal health.
- 160 **ELEMENTARY BACTERIOLOGY** 4
Lecture and laboratory.
Bacteria, yeast, and molds as related to nursing, public health, communicable disease, and sanitation.
- 181 **FUNCTIONAL ANATOMY** 4 US F, S
Not open to BSC majors or minors. *Lecture and laboratory.*
Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.
- 182 **FUNCTIONAL ANATOMY** 4 US F, S
BSC 181. *Lecture and laboratory. Cont of 181.*
- 190 **GENERAL ZOOLOGY** 4 US F, S
Lecture and laboratory.
- 191 **INVERTEBRATE ZOOLOGY** 4 US F, S
BSC 190. *Lecture and laboratory.*
- 192 **COMPARATIVE VERTEBRATE ANATOMY** 4 US F, S
BSC 190. *Lecture and laboratory.*
- 201 **GENERAL ECOLOGY** 4 US F, S
BSC 121, 190. *Lecture, laboratory, and field trips.*
- 202 **NATURAL SCIENCE** 3 F, S
Not open to BSC majors or minors. *Lecture and laboratory.*
Insects, rocks, and minerals for students in elementary education.
- 203 **NATURAL SCIENCE** 3
Not open to BSC majors or minors. *Lecture laboratory, and field trips.*
Ecology of plants and birds.
- 204 **NATURAL SCIENCE** 4 F, S
Not open to BSC majors or minors. *Lecture and laboratory.*
Vertebrate ecology for students in elementary education.
- 216 **GENERAL PHYSIOLOGY** 4 F, S
BSC 121, 190 and Org Chem. *Lecture and laboratory.*
Chemical and physical aspects of life processes.
- 217 **PLANT PHYSIOLOGY** 4 F, S
BSC 216. *Lecture and laboratory.*
- 240 **MODERN HEALTH PROBLEMS AND PROCEDURES** 3 S
Recent developments in the field of personal and group health.
- 242 **COMMUNITY PUBLIC HEALTH** 2 S
Epidemiology, isolation techniques and community health.
- 248 **SCHOOL HEALTH** 2 F
BSC 145.
Health programs in the elementary school.
- 259 **HEALTH CENTER** 1-6
BSC 242.
Health legislation, services, and education programs.
- 260 **MICROBIOLOGY** 4 US F, S
BSC 121 or 190 and Org Chem. *Lecture and laboratory.*
- 261 **MICROBIAL PATHOGENS OF MAN** 4 F, S
BSC 260. *Lecture and laboratory.*
- 283 **ANIMAL PHYSIOLOGY** 4 F, S
BSC 216. *Lecture and laboratory.*
- 294 **ENTOMOLOGY** 4 US F, S
BSC 190. *Lecture and laboratory.*
Emphasis on taxonomy.
- 300 **READINGS IN BIOLOGICAL SCIENCES** 1 F, S
- 301 **READINGS IN BIOLOGICAL SCIENCES** 1 F, S
- 302 **HISTORY OF BIOLOGY** 3 F
- 303 **NATURAL SCIENCE FOR ELEMENTARY TEACHERS** 3 F, S
Not open to BSC majors or minors.
Present day developments in science instruction.
- 304 **SEMINAR IN BIOLOGY** 1 F, S
- 305 **SPECIAL PROBLEMS IN BIOLOGY** 1-3 F, S
Projects must be approved by the supervising faculty member and dept chm prior to reg.
- 306 **REGIONAL AND AREA STUDIES** 1-9
Cons. inst. Usually given cooperatively with other depts.
Intensive study of particular lands, environments, cultures, and peoples.
- 318 **LABORATORY TECHNIQUES** 2 F, S
Lecture and laboratory.
Preparation of microscope slides, special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations.
- 319 **GENETICS** 4 F, S
12 hours BSC lab course. *Lecture and laboratory.*
- 320 **PLANT PATHOLOGY** 4 S
BSC 121. *Lecture and laboratory.*
- 331 **TAXONOMY OF VASCULAR PLANTS** 4 S
BSC 121. *Lecture and laboratory.*
- 332 **TAXONOMY OF NON-VASCULAR PLANTS** 4
BSC 122. *Lecture and laboratory.*

- 333 **COMPARATIVE PLANT MORPHOLOGY** 4 F
BSC 123. Lecture and laboratory.
Vascular plants.
- 334 **INTRODUCTORY MYCOLOGY** 3
BSC 121. Lecture and laboratory.
- 340 **ADMINISTRATION OF SCHOOL HEALTH** 3 F
Administration and organization of school health programs and health education programs.
- 342 **GENERAL BIOCHEMISTRY I** 3 F, S
See CHE 342.
- 343 **BIOCHEMISTRY LABORATORY** 2 F, S
See CHE 343.
- 360 **SANITATION** 4 F
BSC 260. Lecture and laboratory.
Microbiology as applied to community water supplies, waste disposals, swimming pools, foods, and pollution.
- 365 **PHYCOLOGY** 4
BSC 121. Lecture and laboratory.
- 381 **APPLIED HUMAN ANATOMY** 4 F, S
BSC 182 or HPE 182 or cons inst. Lecture and laboratory.
Musculo-skeletal and nervous systems emphasized.
- 382 **THE EYE—A LABORATORY AND CLINICAL STUDY** 2 F, S
- 383 **PARASITOLOGY** 4 F
BSC 190. Lecture and laboratory.
- 385 **PHYSICAL DEFECTS—SURVEY AND REHABILITATION** 3 F, S
BSC 381. See HPE 385. Lecture and laboratory.
Physical defects of handicapped children; rehabilitation procedures.
- 386 **GROSS ANATOMY** 4 F
BSC 182 or 192 or HPE 182.
Human body exclusive of head and neck.
- 387 **GROSS ANATOMY** 2 S
BSC 182 or 192 or HPE 182.
Human head and neck.
- 390 **EVOLUTION** 3 S
BSC 319 or cons inst.
- 391 **ENTOMOLOGY** 4 S
BSC 190. Lecture and laboratory.
Emphasis on morphology and embryology.
- 392 **EMBRYOLOGY** 4 F, S
BSC 190. Lecture and laboratory.
- 394 **PROTOZOOLOGY** 4
BSC 190. Lecture and laboratory.
- 395 **BIOLOGY OF THE LOWER VERTEBRATES** 4 S
BSC 190. Lecture and laboratory.
Fish, amphibians, and reptiles.
- 396 **BIOLOGY OF THE HIGHER VERTEBRATES** 4 S
BSC 190. Lecture and laboratory.
Birds and mammals.
- 401 **ADVANCED ECOLOGY** 4 F, S
BSC 201: CR in Physiology & Genetics. Lecture and laboratory.
Physiological and population ecology.
- 402 **AQUATIC BIOLOGY** 4
BSC 201. Lecture and laboratory.
Fresh water ecology.
- 404 **SEMINAR IN THE TEACHING OF BIOLOGY** 1
- 416 **CELLULAR PHYSIOLOGY** 5 F
Cons inst. Lecture and laboratory.
- 417 **CYTOLOGY** 4
BSC 319. Lecture and laboratory.
- 418 **ELECTRON MICROSCOPY** 4 F, S
Cons inst. Lecture and laboratory.
- 419 **ADVANCED GENETICS** 4
BSC 319 or cons inst.
Recent developments in genetics including topics of genetic recombination, gene structure and function, mutation and gene regulation.
- 420 **SEMINAR IN GENETICS** 1 F, S
BSC 319 or cons inst.
- 421 **CYTOGENETICS** 4 S
BSC 319 and 417. Lecture and laboratory.
- 425 **RADIATION BIOLOGY** 4 F
Cons inst. Lecture and laboratory.
- 426 **SPECIAL TOPICS IN PLANT PHYSIOLOGY** 2
CHE 230, 232, or equiv. May be repeated.
- 428 **ENZYMOLGY** 3
CHE 344, MAT 135, or cons inst. Lecture and laboratory.
- 433 **PLANT ANATOMY AND HISTOLOGY** 3
Cons inst. Lecture and laboratory.
- 440 **EPIDEMIOLOGY** 3 F
BSC 260.
- 450 **ADVANCED STUDIES IN SPECIALIZED FIELDS** 1-4 F, S
Cons inst. May be repeated.
Recent developments in such fields as biochemistry, biophysics, biomathematics, biological oceanography, ecology, ethology, reproductive and developmental biology, invertebrate zoology, parasitology, systematics.

- 464 **ADVANCED MYCOLOGY** 3 F
BSC 334 or cons inst. Lecture and laboratory.
- 466 **MICROBIAL PHYSIOLOGY** 5
BSC 260 and CHE 215 and 232. Lecture and laboratory.
- 467 **MICROBIAL GENETICS** 5
BSC 260, 319, CHE 215, 232 or cons inst. Lecture and laboratory.
- 480 **HISTOLOGY** 4
Lecture and laboratory.
Microscopic anatomy of vertebrates.
- 481 **SENSORY PHYSIOLOGY** 3
BSC 482 or cons inst. Lecture and laboratory.
- 482 **MAMMALIAN PHYSIOLOGY** 4 F
BSC 192, CHE 232, or cons inst. Lecture and laboratory.
Muscular, nervous and circulatory systems.
- 483 **MAMMALIAN PHYSIOLOGY** 4 S
BSC 192, CHE 232, or cons inst. Lecture and laboratory.
Respiratory, excretory, digestive, and reproductive systems.
- 484 **HUMAN DEVELOPMENT AND BEHAVIOR** 3
Cons Int.
- 485 **ENDOCRINOLOGY** 4
CHE 344 and BSC 482, 483, or cons inst. Lecture and laboratory.
- 486 **ETHOLOGY** 4
Cons inst. Lecture and laboratory.
Behavior of animals under natural conditions as in-

terpreted through comparative studies and experimentation.

- 487 **HUMAN GENETICS** 4 F
BSC 319.
- 491 **INTERNSHIP—SEMINAR IN COLLEGE TEACHING IN THE BIOLOGICAL SCIENCES** 3 F, S
Cons dept chm. See EDU 491.
- 492 **DEVELOPMENTAL BIOLOGY** 4 S
BSC 319 and 392. Lecture and laboratory.
Morphological observations, experimental findings and molecular analyses of developmental changes.
- 493 **BIOPHYSICS** 3
MAT 135, PHY 109, CHE 232 or cons inst. Lecture and laboratory.
- 495 **COMPARATIVE ANIMAL PHYSIOLOGY** 4
BSC 191, CHE 232 or cons inst. Lecture and laboratory.
Comparative physiology of organ systems with emphasis on invertebrates.
- 497 **RESEARCH SEMINAR** 1-6
May be repeated.
- 499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.
- 590 **RESEARCH IN THE BIOLOGICAL SCIENCES** Var. Cr. F, S
Research for Ph.D. dissertation.



Business Administration

Chairman: C. Richard Decker, 439A Stevenson Hall.

Professor:

Mitchell, Robert V. Ph.D., Illinois

Associate Professors

Couch, Peter D. Ph.D., Wisconsin

Decker, C. Richard Ed.D., Indiana

Fieck, Edmund F. J.D., Illinois

Fletcher, Alan D. Ph.D., Illinois

Hakala, Donald R. Ph.D., Indiana

Meador, John V. Ph.D., Iowa

Mohr, Coenraad L. Ph.D., Minnesota

Shin, Tai Saeng Ph.D., Illinois

Assistant Professor:

Abdel-Halim, A. A. Ph.D., Illinois

Alexander, David F. J.D., Illinois

Ball, Richard J. M.B.A., DePaul

Brubeck, James F. M.A., Ball State

Burnkrant, Robert E. M.B.A., Colorado

Crepas, Kenneth J. Ph.D., Iowa

Hackleman, Edwin C. Ph.D., Illinois

Isely, Edwin K. M.A., Notre Dame

Kruse, Dennis V. J.D., Illinois

Lutz, Richard J. M.S., Illinois

Major, John B. Ph.D., Illinois

Perlstein, Mitchell L. J.D., Washington (St. Louis)

Potter, Roger E. Ph.D., St. Louis

Robinson, Don R. D.B.A., Louisiana State

Schnoor, Max C. M.B.A., Wayne State

Smith, Robert R. M.S., Illinois State

Taylor, L. Rogers Ph.D., Purdue

Winn, Paul R. Ph.D., Illinois

Instructor:

Adams, Arthur J. M.B.A., Iowa

Bayston, Darwin M. M.S., Illinois State

Carlson, Patricia H. LL.B., Illinois

Coons, David J. M.S., Northwestern

Gaumer, Gary L. M.A., Northern Illinois

Grogg, William I. M.S. in Ed., Indiana

Henderson, Thomas P. M.S., Illinois State

Krugman, Dean M. M.S., Illinois

Looney, Frank A. M.S., Illinois State

Nelson, Lawrence J. J.D., Washburn

Reynolds, B. Gerald J.D., Drake

Snyder, Martin D. M.S., Southern Illinois

Strickland, Gerald W. LL.B., Wisconsin

Summers, Michael R. M.S., Illinois State

M.B.A., Illinois

Lecturer:

Williams, Robert E. LL.B., Kansas

Faculty Assistant:

Smith, Richard E. B.A., St. Ambrose College

100 BUSINESS AND ECONOMIC

STATISTICS 3

F, S

Mat. 110 or 120.

Application of statistical methods to business. Averages, dispersion, probability theory, frequency distributions, inference, hypothesis, regression, nonparametric tests.

110 BUSINESS LAW 3 US

F, S

Soph. standing rec.

Business law and the legal process. Contracts, agency, torts; institutional jurisprudential, and historical aspects of law and legal systems.

111 BUSINESS LAW 3 US

F, S

BUA 110.

Organizing, conducting, and terminating a business. Sales, commercial paper, corporations, partnerships, mortgages, property, bailments, carriers, trusts, and wills.

220 BUSINESS ORGANIZATION AND

MANAGEMENT 3

F, S

ECO 101 or BUA 271.

Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations.

227 PRODUCTION MANAGEMENT 3

F, S

BUA 100 and 220.

Operations of production plants. Methods analysis and work measurement, inventory control, quality control, facilities layout, machines and maintenance.

230 MARKETING 3

F, S

ECO 101 or BUA 271.

Decision-making process applied to functions and agencies involved in marketing of industrial and consumer goods and services.

232 ADVERTISING STRATEGY 3

F, S

BUA 230 rec.; non-credit if completed BUA 233.

Application of communications theory to the process, strategy, and effects of advertising within framework of marketing management.

233 ADVERTISING 2

F, S

For non-BUA majors only.

Principles and applications of advertising from a management point of view. Practice in planning an advertising campaign using various media.

234 SALESMANSHIP 2

F, S

For non-BUA majors only.

Practical problems of distribution of goods and consumer demand. Fundamentals essential for effective selling. Some selling practice included.

235 RETAIL MANAGEMENT 2

F

ECO 101 or BUA 271.

Management, organization, operation of retail stores and service establishments. Emphasis upon the location problem, pricing, and merchandise inventory systems.

236 SALES MANAGEMENT 3

F, S

BUA 230 rec.

Application of functions of management to selling structure and sales problems of companies. Behavioral and quantitative disciplines used in case studies.

240 BUSINESS FINANCE 3 F, S
ECO 101 or BUA 271.

Principles and problems of planning and managing assets of business. Formulation, acquisition and utilization of funds and capital structure examination.

241 FINANCIAL INSTITUTIONS 3 F, S
Structure and functions, sources of funds, and investment policies of private and governmental financial institutions.

271 ECONOMICS OF BUSINESS 3 F, S
ECO 100, 101; ACC 131; BUA 100 for BUA majors sections; ECO 100 for non-majors sections.

Adjusting economic theory to intelligent business administration. Profits and risk, demand and supply, business cycles, and public policy.

285 PROBLEMS IN BUSINESS 3 F, S
BUA 100, 220, 230, 240, ACC 132.

Integration of the decision-making processes involved in each of the major functional areas of business.

301 DECISION THEORY 3 F, S
BUA 100.

Behavioral and quantitative factors in business decision-making. Emphasis on quantitative methods of making decisions under conditions of uncertainty.

310 BUSINESS IN A LEGAL ENVIRONMENT 3 F, S
BUA 110, 111 or cons inst.

Economic, business, and social values or forces which cause law related to business activities to change and adapt.

311 GOVERNMENT REGULATION OF BUSINESS 3 F, S
ECO 101 rec.

Rules and regulation of mergers, monopolies, pricing, advertising, securities, food and drugs, unfair trade practices, utilities, and transportation.

320 BUSINESS MANAGEMENT—
PRODUCTION 1
BUA 100, grad student, and cons dept chm; a 6 week course.

Overview of production, including plant layout, product development, production planning and control, methods and standards, quality control, and materials management.

321 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION 3 F, S
BUA 220.

Organization analysis focusing on motivation, perception, communication, coordination, and change. Administrative problems examined by theories of individual and group behavior.

323 HUMAN RESOURCES MANAGEMENT 3 F, S
BUA 220.

Principles and procedures relating to manpower management, including staffing, appraisal, training, compensation, and other programs for business and other organizations.

324 INDUSTRIAL RELATIONS MANAGEMENT 3 F, S
BUA 220 rec.

Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practice.

327 OPERATIONS MANAGEMENT 3 F, S
BUA 227.

Advanced consideration of decision-making tools applied to manufacturing and other operational areas. Case analysis place emphasis on production management problems.

329 PURCHASING POLICIES AND PROCEDURES 3 S

Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control.

330 BUSINESS MANAGEMENT—
MARKETING 1 F

Grad student and cons dept chm; a 6 week course. Overview of major marketing areas using a systems framework. Internal and external environment, marketing plans including pricing and promotion.

331 CONSUMER BEHAVIOR 3 F, S
BUA 230 rec.

Determinants of consumer behavior. Influence of socio-psychological variables on the formation and change of attitudes, consumption, and purchasing behavior.

332 MARKETING RESEARCH 3 F, S
BUA 100 and 230.

Research design, specific marketing research procedures, and the research report.

336 INTERNATIONAL MARKETING 3
BUA 230.

Managerial problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy.

339 MARKETING MANAGEMENT 3 F, S
BUA 230; BUA 100 rec.; not for grad credit for BUA majors.

Development and evaluation of the marketing plan. Includes analysis of actual and hypothetical cases. A term project will be included.

340 BUSINESS MANAGEMENT—
FINANCE 1 F

Grad student and cons dept chm; a 6 week course. Overview of major finance areas, including sources and utilization of funds, capital budgeting, cost of capital, investment evaluation and money markets.

341 CAPITAL INVESTMENT DECISIONS 3 F
BUA 100 and 240.

Theory of capital management, evaluation of risks, determination of capital structures, measure of costs and returns, and allocation of capital.

342 INVESTMENTS 3 F, S
Appraisal of securities and management of investment funds. Coverage includes governmental securities, industrials, utilities, and financial institutions.

343 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT 3 F, S
BUA 240 and 342.

Advanced evaluation of types of securities; determinants of their value; methods of combining securities in the construction of investment portfolios.

344 INTERNATIONAL FINANCE 3 S
BUA 240 rec.

International payments, structure and functions, international credit markets, investments, and institutions.

351 LIFE AND HEALTH INSURANCE 3 F, S
BUA 110 or cons inst.

Personal and business risks. Principles of life and health insurance and their applications.

352 PROPERTY AND LIABILITY INSURANCE 3 F, S
BUA 110 or cons inst.

Application to individuals, business enterprises, and governmental institutions. General consideration of risk in fire, marine, bond, and casualty areas.

354 RISK MANAGEMENT 3 F, S
BUA 352.

Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks.

401 RESEARCH METHODOLOGY 3 F, S
BUA 100.

The procedure, techniques, and application of research methods in business. Problem analysis, measurement techniques, experimental design considerations, and report presentation.

412 LEGAL ASPECTS OF BUSINESS DECISIONS 2
BUA 110, 111, or cons dept chm.

Legal reasoning as the developmental process of law; resolution of problems of organization, operation, and termination of business enterprises.

425 READINGS IN MANAGEMENT 2
15 hrs in BUA or ACC.

426 SEMINAR IN MANAGEMENT 3

430 ADVANCED MARKETING MANAGEMENT 3 F, S
BUA 100, 230.

Marketing principles, behavioral concepts and quantitative techniques utilized in analyzing marketing problems and decisions. Emphasis on quantitative aspects of decision-making.

440 FINANCIAL MANAGEMENT 3 F, S
BUA 100 and 240.

Financial problems and formulation of financial policy. Financing current operations, long term capital needs, income management, and expansion policies.

471 BEHAVIORAL FOUNDATIONS OF BUSINESS 2

Cons dept chm.

Selected topics in behavioral science and their application to business and management. For graduate students lacking preparation in behavioral sciences.

481 ORGANIZATION STRUCTURE AND SYSTEMS 3 F, S

Systems analysis and its applications in business management. The design of organization structure in relation to systems concepts.

485 BUSINESS PROBLEMS AND POLICY 3 F

Graduate course in Finance, Marketing, Management and Law

Integration of the major decision areas in business through the use of complex business cases.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.



Business Education

Chairman: Warren S. Perry, 210B Turner Hall.

Professor:

Martin, Thomas B. Ed.D., Indiana
 Perry, Warren S. Ed.D., Colorado
 Rich, John H. Ed.D., Indiana

Assistant Professor:

Alexander, Wilma J. Ed.D., Oklahoma State
 Benjamin, Helen W. M.A., Columbia
 Bickley, Martha R. M.S., Illinois State
 Dohleman, C. LeRoy Ed.D., Northern Illinois
 Grever, Jean K. M.S., Illinois State
 Hall, John D. Ed.D., Texas Tech
 Kaisershot, Alfred L. Ed.D., Nebraska
 Kurth, Norene M.B.A., Chicago
 Nelson, Robert E. Ed.D., Northern Illinois
 Palmer, Teresa M. M.B.A., Iowa
 Wray, Ralph D. Ed.D., Indiana

Instructor:

Eakins, Christine N. M.A., Michigan State
 Frison, Kent D. M.S., Illinois State
 Jackson, Donette D. M.A. in Ed., Kentucky
 McHugh, Donald J. M.S. in Ed., Northern Illinois
 Mendenhall, Elsie L. M.S., Illinois State
 Whitney, Larry K. M.B.A., Eastern Illinois

111 BUSINESS AND ITS ENVIRONMENT 3 US F, S

Influence of economic, social, and political pressures on business systems and operating procedures including markets, organization, management, and government regulation of business.

112 TYPEWRITING 2 US F, S

Mastery of keyboard; building speed and accuracy; production of letters, tables, manuscripts, reports, and other office communication forms.

113 OFFICE PRODUCTION TYPEWRITING 3 F, S

BED 112 or equiv.

Intensive building of speed and control with special emphasis placed on job simulation in all aspects of typewritten office production work.

114 PROBLEMS IN OFFICE PRODUCTION TYPEWRITING 3 F, S

BED 113 or equiv.

Instruction in specialized typewriting problems to develop high-level competency. Instructional methods for prospective business teachers included.

115 BUSINESS COMMUNICATIONS 2 US F, S

Analysis of communications practices in business. Skills will be improved through solution of practical business situations.

117 BUSINESS MATHEMATICS 3 F, S

Quantitative techniques used in solving business problems including percent, interest, the mathematics of merchandising, linear programming, break-even analysis, and inventory control.

122 PRINCIPLES OF SHORTHAND I 3 F, S

BED 112 or equiv. Shorthand laboratory work required.

123 PRINCIPLES OF SHORTHAND II 3 F, S

BED 122 or equiv. Shorthand laboratory work required.

Continued study of Gregg shorthand emphasizing vocabulary development, dictation, and transcription.

124 ADVANCED SHORTHAND TRANSCRIPTION 3 F, S

BED 123 or equiv. Shorthand laboratory work required.

Dictation and transcription; emphasis on vocabulary building, dictation, English studies, and available transcriptions. Instructional methods included.

211 OFFICE SYSTEMS 3 F, S

BED 113 or equiv. Critical evaluation of machines, including the computer, and operating procedures used to process data in the office.

215 REPORT WRITING FOR BUSINESS 2 F, S

Report writing techniques; use, form, and structure of different types of business reports.

250 RECORDS MANAGEMENT 3 F, S

Organization and management of records system including use of microfilm and computerization of records.

270 PRINCIPLES OF OFFICE ADMINISTRATION 3 F, S

Analysis of office functions and relationship to business organization; information handling and data processing; office design and layout; responsibilities of office administrators.

320 PRACTICUM IN OFFICE MACHINES INSTRUCTION 2-3

BED 211.

For business education teachers teaching office machines or teaching in office education programs.

321 PRACTICUM IN DATA PROCESSING INSTRUCTION 2-3 F, S

Methods and procedures for teaching data-processing courses.

330 DECISION-MAKING FOR CONSUMERS 3 US F, S

Same as HEC 330.

Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, lifestyles, consumer protection, leisure, and achieving financial security.

361 PRINCIPLES OF BUSINESS

EDUCATION 3 F, S

Historical background and current status of business education emphasizing professional responsibilities of teachers and principles of curriculum construction.

380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS 4 F, S

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

381 DIRECTED OCCUPATIONAL EXPERIENCES FOR OFFICE AND DISTRIBUTIVE EDUCATION 4

Designed to provide approved on-the-job experiences for credit toward the occupational experience required of office and distributive education coordinators and in-school instructors.

382 COORDINATION TECHNIQUES OF COOPERATIVE OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS 3 S

Coordination techniques needed for high school and post-secondary teacher coordinators in integrating classroom activities with daily employment.

383 INDIVIDUALIZED INSTRUCTION TECHNIQUES IN VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION 3

Individualized instructional methods for teaching high school cooperative classes in office and distributive education.

390 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING AND ACCOUNTING 3 F, S

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching of bookkeeping and accounting.

392 IMPROVEMENT OF INSTRUCTION IN BASIC BUSINESS AND CONSUMER EDUCATION 3 S

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching basic business and consumer education.

394 IMPROVEMENT OF INSTRUCTION IN TYPEWRITING AND OFFICE PRACTICE 3 F

Instructional methods in teaching personal typewriting, vocational typewriting, and clerical office practice.

396 IMPROVEMENT OF INSTRUCTION IN SHORTHAND AND SECRETARIAL PRACTICE 3 S

Instructional methods in teaching shorthand, transcription, and secretarial office practice.

402 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION 3

Concepts and techniques associated with administration of business education programs in high schools and junior colleges.

406 MEASUREMENT AND EVALUATION IN BUSINESS EDUCATION 3 S

Principles underlying measurement and evaluation in business subjects; development and administration of testing programs for business departments.

408 PROBLEMS OF OFFICE MANAGEMENT 3 F

Problems, practices, and policies in office administration. Methods of establishing, analyzing, standardizing, and controlling administrative systems and procedures in the office.

410 CURRICULUM CONSTRUCTION IN BUSINESS EDUCATION 3 F

Principles and practices in curriculum construction and revision as they apply to vocational and non-vocational business education programs.

420 SEMINAR IN BUSINESS EDUCATION 2-3 S

452 DISTRIBUTIVE EDUCATION IN THE POST-SECONDARY SCHOOL 3

Organization, curriculum construction, and administration of mid-management distributive education programs in post-secondary schools.

454 PROBLEMS IN DISTRIBUTIVE EDUCATION 3

Current problems and research involved in teaching distributive education in programs at the secondary and post-secondary levels.

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN BUSINESS EDUCATION 3 F, S
See EDU 491.

497 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION 3 F

Tools and types of research applicable to business education. Critical evaluation of current research emphasizing application in the improvement of instruction.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Chemistry

Chairman: Sol Shulman, 305A Felmley Hall of Science.

Professor:

Duty, Robert C. Ph.D., Iowa
 Ichniowski, Thaddeus C. Ph.D., Purdue
 Ryder, Bernard L. Ph.D., Illinois
 Shulman, Sol, Ph.D., North Dakota State

Associate Professors:

Higgins, Jerry G. Ph.D., Pennsylvania State
 House, James E. Ph.D., Arizona
 Hunt, Raymond H. Ph.D., Illinois
 Kurz, Michael E. Ph.D., Case Institute of Technology

Reiter, Richard C. Ph.D., Purdue
 Tsang, Joseph C. Ph.D., Oklahoma

Assistant Professor:

Clark, Gary J. Ph.D., Utah
 Cook, Ronald L. M.S. in Ed., Western Illinois
 Hansen, John F. Ph.D., Duke
 Kuemmerle, Edgar W. B.S., St. Joseph College
 Lieto, Louis R. Ph.D., Arizona State
 Macesich, Michael M.S., Indiana State
 Nikkel, Harvey J. Ph.D., Purdue
 Richardson, Arlan G. Ph.D., Oklahoma State
 Waage, Edward V. Ph.D., Washington

102 SCIENCE AND MODERN

MAN 3 US F, S
Open only to students with no college credit in CHE.

Selected topics from chemistry and science in general and illustration of relevance of chemistry and other sciences to today's world.

104 ELEMENTS OF

CHEMISTRY 4 US F, S
Lecture and laboratory.

Survey of general chemistry, including organic and biochemistry. Designed as a terminal course for students in nursing and home economics.

110 FUNDAMENTALS OF

CHEMISTRY 4 US F, S
Students with credit in CHE 140, 141, or 150 may not take this course for credit.

One-semester introductory survey of fundamental concepts, laws and theories of chemical science and their application to common chemical systems.

112 FUNDAMENTAL CHEMISTRY

LABORATORY 1 US F, S
CHE 110 or conc reg.

Experience in manipulation of fundamental laboratory apparatus and means of carrying out chemical synthesis and measurements on chemical systems.

114 FUNDAMENTALS OF CHEMISTRY

(SUPPLEMENTARY) 2 US F, S
CHE 110. Designed to bring the background of the student up through the level of CHE 140.

140 GENERAL CHEMISTRY I 5 US F, S
First half of a two semester sequence. Designed primarily for students with HS credit in CHE and algebra.

Fundamental principles such as atomic structure and periodicity, bonding, stoichiometry, gases, solutions, thermochemistry, etc.

141 GENERAL CHEMISTRY II 5 US F, S
CHE 114 or 140. Lecture and laboratory.

Continuation of CHE 140 including equilibrium, electrochemistry, acid-base theory, coordination compounds, and introduction to inorganic, organic and nuclear chemistry.

150 GENERAL CHEMISTRY 6 US F

Cons dept chm. Lecture and laboratory. Satisfactory completion of 150 replaces the 140-141 requirement. Admission is by invitation based on the results of placement tests and other evaluation techniques.

Accelerated study of the fundamentals of chemistry, designed for the student who demonstrates exceptional ability at the pre-college level.

215 FUNDAMENTALS OF ANALYTICAL CHEMISTRY 3 F, S
CHE 141 or 150. Lecture and laboratory.

Theory and practice of selected modern analytical methods.

220 ELEMENTARY ORGANIC

CHEMISTRY 5 US F, S
CHE 112 or 141. Students with credit in CHE 230 may not take this course for credit. For non-majors. Lecture and laboratory.

Fundamental principles of structure and mechanisms of organic reactions.

230 ORGANIC CHEMISTRY I 4 F, S
CHE 141 or 150. Students with credit in CHE 220 may not take this course for credit. Lecture and laboratory.

Introduction to chemistry of aliphatic and aromatic organic compounds together with laboratory practice illustrating preparations and reactions typical of functional groups.

232 ORGANIC CHEMISTRY II 3 F, S
CHE 230 or cons of dept chm.

Continuation of CHE 230, including synthetic and mechanistic features of organic reactions.

233 ORGANIC CHEMISTRY LABORATORY II 2 F, S
CHE 232, conc reg or cons dept chm.

Laboratory practice in newer techniques and methods of organic chemistry.

242 BASIC BIOCHEMISTRY 3 F, S
One sem of organic chemistry. Students with

credit in CHE 342 may not take this course for credit.

Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Brief treatment on vitamins and intermediary metabolism.

243 BASIC BIOCHEMISTRY

LABORATORY 2 F, S
CHE 242 or conc reg. Lecture and laboratory.

Introduction to practical biochemical techniques and procedures used in the analysis of biological compounds. Laboratory designed for students in allied health, biology, agriculture, home economics, and nursing and is a supplement to CHE 242.

280 ENVIRONMENTAL CHEMISTRY 3 F CHE 220 or 230 and CHE 215 or 315, or cons inst.

Aquatic, soil, and atmospheric chemistry and the attendant problems of water, soil and air pollution. Causes of pollutants and methods of analyzing for them.

290 RESEARCH IN CHEMISTRY I-4 F, S 19 hours of CHE; cons dept chm. Only three hrs are applicable towards the major. May be repeated to total six hrs.

Development of a better understanding of the significance of research in chemistry through the study of a research problem.

301 TEACHING OF HIGH SCHOOL CHEMISTRY 3 S 20 hrs of CHE. For teaching majors only.

Modern methods and problems confronting teachers of Chemistry. Involves study of CBA, CHEMS, and regular high school Chemistry.

302 INDUSTRIAL CHEMISTRY 3 22 hrs of CHE. Includes trips to industries and research labs.

Scientific aspects of community and industrial problems.

308 CHEMICAL LITERATURE 1 S 20 hrs of CHE.

Chemical literature in journals, handbooks, abstracts, monographs, and patents. Problems requiring literature searches in all fields of Chemistry.

311 LABORATORY INSTRUMENTATION 3 10 hrs of CHE. Not open to CHE majors—see CHE 315. Lecture and laboratory.

Instruments used in chemical analysis. Applications to qualitative and quantitative analyses.

315 ANALYTICAL CHEMISTRY 3 F, S CHE 362 or conc reg or cons inst. Lecture and laboratory.

Survey of modern instrumental methods of chemical analysis including electroanalytical, optical, chromatographic and nuclear methods.

323 QUALITATIVE ORGANIC ANALYSIS 3 S CHE 233. Lecture and laboratory.

Identification of organic compounds with emphasis on modern spectrometric methods.

325 MODERN METHODS AND TECHNIQUES IN ORGANIC CHEMISTRY 2 or 3 CHE 233 or equiv.

Modern laboratory techniques associated with synthesis, quantitative analyses, distillations and chromatography. Organic literature searches will be stressed.

342 GENERAL BIOCHEMISTRY I 3 F, S CHE 232 or one year of organic chemistry. Students with credit in CHE 242 may not take this course for credit.

Survey of the chemical and physical properties of amino acids, carbohydrates, lipids and nucleic acids, and structure and function of proteins, including enzyme kinetics.

343 BIOCHEMISTRY LABORATORY 3 S CHE 342 or conc reg or CHE 242 and cons inst. Lecture and laboratory.

Application of biochemical principles and methods discussed in companion course, CHE 342.

344 GENERAL BIOCHEMISTRY II 3 F, S CHE 342.

Continuation of CHE 342, including metabolic sequences for the biosynthesis and degradation of biologically important compounds. Integrated systems and metabolic control.

350 INORGANIC CHEMISTRY 3 F, S CHE 362 or conc reg.

Survey of modern inorganic chemistry including structure of inorganic compounds, coordination chemistry, non-aqueous solvents and selected inorganic reactions.

351 INORGANIC PREPARATIONS 2 CHE 350 or conc reg.

Preparation of typical inorganic compounds illustrating special and advanced techniques.

358 RADIOCHEMISTRY 2 CHE 362.

Survey of nuclear models, theories, and decay schemes. Application of radiochemical methods to elucidation of reaction mechanisms and molecular structure.

360 PHYSICAL CHEMISTRY I 3 F, S CHE 141 or 150; PHY 109 or 111; 8 hrs of CHE or PHY courses numbered 200 or higher; MAT 116 or 136.

First of a series in theoretical chemistry dealing with gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics.

361 PHYSICAL CHEMISTRY LABORATORY I F, S CHE 360 or conc reg.

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

362 PHYSICAL CHEMISTRY II 3 F, S CHE 360.

Continuation of Chemistry 360, including ionic equilibrium, conductance, electromotive force, photochemistry, spectroscopy, crystals, molecular theory.

363 PHYSICAL CHEMISTRY

LABORATORY II 1 F, S
CHE 362 or conc reg. One three-hour laboratory period per week.

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

380 TOPICS IN CONTEMPORARY

CHEMISTRY 1-3 F
Cons inst. May be repeated.

New concepts and recent developments in the fields of organic, inorganic, analytical, physical and biochemistry.

404 ELECTRONICS FOR SCIENTISTS 3

CHE 315 or grad status in PHY. Two three-hour laboratories, one lecture per week.

Circuits of scientific instruments, electronic principles, servo systems, comparison measurements, operational amplifiers, feedback control, digital circuits, transistors, and vacuum circuits.

410 ADVANCED ANALYTICAL METHODS 3 S

CHE 315 or cons inst.

Selected areas of chemical analysis with special emphasis given to fundamental principles and applications to related disciplines.

412 TOPICS IN ANALYTICAL CHEMISTRY 1-3

CHE 315 or cons inst. May be repeated.

Advanced study in selected areas of modern analytical chemistry.

420 ADVANCED ORGANIC CHEMISTRY 3 S

CHE 232 or equiv.

Emphasis on stereoisomerism, conformational analysis, resonance, synthesis, elucidation of structure, heterocyclic and natural products chemistry.

422 MECHANISMS IN ORGANIC CHEMISTRY 3

CHE 232 and credit or registration in 360.

Nucleophilic, electrophilic and free radical reaction mechanisms including stability and reactivity of carbanions, carbonium ions and carbenes. Hammett functions, kinetic isotope effects, aromaticity and carbon acidity.

424 TOPICS IN ORGANIC CHEMISTRY 1-3 F

CHE 320 or equiv. May be repeated.

Lectures in selected topics in modern organic chemistry

440 TOPICS IN BIOCHEMISTRY 1-3 F, S

CHE 342. May be repeated in consecutive years.

Advanced study in selected areas of biochemistry.

450 ADVANCED INORGANIC CHEMISTRY 3 S

CHE 350 and 362.

Interpretation and discussion from the viewpoint of modern theory.

452 PHYSICAL INORGANIC

CHEMISTRY 3 F
CHE 315 or either 350 or 450.

Theoretical factors related to the properties of matter, including symmetry elements, group theory, and the application of various instrumental techniques to study of structure of inorganic compounds.

454 TOPICS IN INORGANIC CHEMISTRY 1-3

CHE 350 or cons inst. May be repeated.

Advanced study in selected areas of modern inorganic chemistry.

460 QUANTUM CHEMISTRY 3

CHE 363 and MAT 340, or cons inst.

Methods of obtaining exact and approximate solutions to the Schroedinger equation, and the use of these solutions in describing atomic and molecular systems.

462 INTRODUCTION TO STATISTICAL THERMODYNAMICS 3 S

CHE 362 and MAT 340, or cons inst.

Methods and theorems of statistical mechanics, its relationship to chemical thermodynamics; applications to molecular models of chemical interest.

464 CHEMICAL KINETICS 2 F

CHE 362 or cons inst.

Collection and interpretation of data on chemical kinetics and application of results to determination of mechanisms of chemical reactions.

466 TOPICS IN PHYSICAL CHEMISTRY 1-3

CHE 362 or cons inst. May be repeated.

Advanced study in selected areas of modern physical chemistry.

490 RESEARCH IN CHEMISTRY

variable credit F, S
Cons dept chm. May be repeated.

Research involving the gathering of data to form the basis for the thesis. Open only to advanced graduate students.

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN CHEMISTRY 3

See EDU 491.

492 SEMINAR IN CHEMISTRY 1 F, S

May be repeated to total of 2 hrs.

Survey of current work in chemistry both in pure research and in the application of newer theories of chemistry to the teaching of chemistry on the secondary and college levels.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Curriculum and Instruction

Chairman: George M. Drew, 103 Moulton Hall.

Professor:

Aubertine, Horace E. Ed.D., Stanford
 Belshe, Francis B. Ph.D., Yale
 Berson, Minnie P. Ed.D., Wayne State
 Bjork, Alton J. Ed.D., Columbia
 Blankenship, E. Scott Ph.D., Ohio State
 Bunke, Clinton R. Ph.D., Iowa
 Drew, George M. Ph.D., Iowa
 Eastman, Leo E. Ed.D., North Dakota
 Edwards, Thomas F. Ed.D., Michigan State
 Frinsko, William Ed.D., Wayne State
 Grief, Ivo P. Ed.D., Wayne State
 Hermanowicz, Henry J. Ed.D., Columbia
 Hicklin, Charles R. Ed.D., Illinois
 Huser, Mary K. Ed.D., Illinois
 Laymon, Ronald L. Ed.D., Indiana
 Livers, David L. Ph.D., Iowa
 Lovelass, Harry D. Ed.D., Illinois
 Madore, Norman W. Ed.D., Wayne State
 Meyering, Ralph A. Ph.D., Iowa
 Miller, Wilma H. Ed.D., Arizona
 Moore, Robert H. Ph.D., Ohio State
 Nance, Helen M. Ph.D., Ohio State
 Replogle, Vernon L. Ed.D., Illinois
 Schnepf, Virginia Ed.D., Illinois
 Waimon, Morton D. Ed.D., Columbia
 Zeller, William D. Ph.D., Michigan State

Associate Professor:

Brubaker, Leonard A. Ph.D., Ohio State
 Cantlon, R. Jerry Ed.D., Colorado
 Crotts, John H. Ed.D., Missouri
 Davies, Lillian S. Ph.D., Minnesota
 Edwards, Clifford H. Ed.D., Utah
 Eiben, Ray E. Ph.D., Ohio State
 Ewing, John M. Ed.D., Nebraska
 Goeldi, John T. Ph.D., Michigan State
 Goodall, Robert C. Ed.D., Indiana
 Graef, Ardelle Ph.D., Wisconsin
 Halinski, Ronald S. Ph.D., Iowa
 Heath, G. Louis Ph.D., California (Berkeley)
 Irving, Eugene R. Ed.D., Illinois
 Jones, H. Twyman Ed.D., Missouri
 Kennedy, Larry D. Ed.D., Illinois
 Lewis, Franklin G. Ed.D., North Texas State
 Miller, Murray Lincoln Ph.D., Pittsburgh
 Palmer, Virginia A. Ed.D., Columbia
 Rhodes, Dent M. Ph.D., Ohio State
 Slan, Arnold A. Ed.D., Indiana
 Sherman, Charles E. Ed.D., Northern Illinois
 Stern, Herold S. Ph.D., New York
 Venerable, Wilbur R. Ph.D., Southern Illinois
 Youngs, Richard C. Ph.D., Michigan State

Assistant Professor:

Bailey, Dallas B. Ph.D., Kent State
 Baker, Robert L. M.A., Rochester
 Bowen, Fay F. Ed.D., New Mexico
 Burrows, Robert G. Ph.D., Ohio State
 Clack, Ronald J. Ph.D., Purdue
 Cochran, Donald J. Ph.D., Arizona
 Coe, James D. M.A., Clarke College
 Conyne, Robert K. Ph.D., Purdue

Cox, Dorothy M.A., George Peabody College
 Cramer, Robert L. M.S. in Ed., Illinois State
 Etheridge, George W. Ed.D., Florida
 Farmer, Louise M.S. in Ed., Illinois
 Feicke, Ethel G. M.S. in Ed., Illinois State
 Fitch, Thomas C. Ph.D., Michigan State
 Galler, Wayne H. Ph.D., Wisconsin
 Getz, Howard G. Ed.D., Indiana
 Hager, Virginia R. M.S. in Ed., Illinois State
 Hedges, Robert E. Ph.D., Syracuse
 Howard, James M. M.A. in Ed., Kentucky
 Jones, Anita F. M.S. in Ed., Illinois State
 LaFave, Francis E. Ph.D., Indiana State
 Lazerson, Barbara J. Ph.D., Nebraska
 Lilly, Lois Adv. Cert. in Ed., Illinois
 Lorber, Michael A. Ph.D., Ohio University
 Mauck, Inez L. Professional Diploma, Columbia
 Meyer, Odessa H. Spec. in Ed., Illinois State
 Miller, Stephen D. M.A. in Ed., Syracuse
 Milliren, Alan P. Ed.D., Illinois
 Mincey, Ethel B. M.Ed., Illinois
 Moreland, Kenneth O. Adv. Cert. in Ed., Illinois
 Mungo, Samuel J. M.S., Hofstra University
 Murley, Robert V. Ed.D., Indiana
 Natale, Mary E. M.S. in Ed., Illinois State
 Nelson, Thomas W. M.A., Fresno State College
 Pierce, Walter D. Ed.D., Southern California
 Rozum, Mary A. M.S. in Ed., Illinois
 Schultze, Luella E. A.M., Colorado State
 Scott, Hazel J. Ph.D., Southern Illinois
 Short, Murray M. M.A., George Peabody College
 Smith, Harold D. Ed.D., Arkansas
 Smith, Nelson M.S. in Ed., Illinois State
 Stein, Ethel G. M.A., Northwestern
 Toney, Myrna M. Ph.D., Wisconsin
 Udstuen, Sadie B. M.A., Northwestern
 Walkosz, Vivian A. Ed.D., Northern Illinois
 Wallace, Joseph E. B.S., Loyola

Instructor:

Armitage, Sheila C. M.A., Central Michigan
 Belletete, Sharon E. M.S. in Ed., Illinois State
 Driscoll, Audrey B. M.A., Iowa
 Feaster, Phyllis L. M.S. in Ed., Illinois State
 Freedlund, Marilyn M. M.S. in Ed., Illinois State
 Henderson, Betty L. M.A., Duke
 Holmes, Roger M. Ed.D., Indiana
 Komarek, Susan D. M.S. in Ed., Illinois State
 McCumber, Ella M. Adv. Cert., Illinois
 Morris, Jeanne B. M.Ed., Illinois
 Paiton, Peter S. M.Ed., Maine
 Pastor, Dianne D. M.Ed., Cincinnati
 Pearl, Harold T. M.A., Bradley
 Pennie, Lawrence M. M.S. in Ed., Illinois State
 Prosser, Daniel R. M.S. in Ed., Illinois State
 Schultz, June M.A., Illinois State
 Shaulis, James A. M.S. in Ed., Illinois State
 Spencer, Carole M. M.S., Illinois State
 Timmes, Kathryn W. B.A., Bennett College
 Townsend, Julia R. M.A., Bradley
 Twining, Geraldine A. Spec. in Ed., Illinois State

Faculty Assistant:

Reusser, Nettie S. B.A., Iowa

Education

- 200 PROFESSIONAL SEQUENCE** 1-8 F, S
Observations, participation and clinical teaching required. This sequence is an alternate to a series of courses—American Public Education 215, Secondary Education 216, and Secondary School Reading 218. A student who has earned credit in one or more of the courses in the series registers for fewer than the 8 hour maximum. This self-instructional program may be taken over several semesters. Identified portions of the Sequence must be completed prior to student teaching. This course is offered on a credit-no credit basis.

Basic principles and techniques of teaching, developmental and remedial aspects of high school reading and organization and administration of American public education.

- 215 AMERICAN PUBLIC EDUCATION** 2
 Organization and administration of American public education—federal, state, county, and local.

- 216 SECONDARY EDUCATION** 4
 EED 102 or PSY 215. *Observations and/or participation required.*

Basic principles and techniques of teaching: learning goals and their function, subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, and procedures for evaluating and reporting results.

- 217 EXTRACURRICULAR ACTIVITIES
 IN SECONDARY SCHOOLS** 2
 PSY 215.

Types of activities, aims and values, practices in organization, administration, and supervision of these activities.

- 218 SECONDARY-SCHOOL READING** 2
 Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators.

- 228 SOCIAL FOUNDATIONS** 3 US for
 non-teachers only F, S
 Education as social process and function, social origins of contemporary educational problems.

- 231 INTRODUCTION TO PHILOSOPHY
 OF EDUCATION** 3 US for non-
 teachers only F, S
 Philosophical inquiry regarding educational problems, the nature of the educative process, and its institutionalization.

- 232 TEACHING IN THE INNER CITY:
 AN INTRODUCTION** 3 F, S
 Social, economic, and cultural forces that contribute to deprivation in urban areas; their specific relation-

ship to education. Activities within the local community emphasized.

- 235 HISTORICAL FOUNDATIONS** 3
 US for non-teachers only F, S
 Inquiry into the historical context of contemporary educational issues. Emphasis on development of public education in the United States.

- 303 PRACTICUM IN UNIVERSITY
 READING STUDY CENTER** 3 F, S
 EDU 218 or EED 307 and cons inst. Six hours each week.

Observation and participation to provide skills necessary for working in a reading-study center in high school, junior college and senior college.

- 308 TEACHING ADULTS TO READ** 3 S
 One course in teaching of reading.

Nature and needs of the population of reading programs for adults. Goals, techniques, content, and materials.

- 309 ADULT EDUCATION PROGRAMS** 3
 Instruction, direction, and administration of public school adult education. The adult learner, his needs and characteristics; facilities, staff, supervision and administration of adult education programs.

- 324 SELECTED STUDIES IN HISTORY
 OF EDUCATION** 1-3
 EDU 335 or Upper-Level HIS crse or cons inst.
 May be repeated.

- 326 SELECTED STUDIES IN PHILOSOPHY
 OF EDUCATION** 1-3 S
 EDU 231 or Upper Level PHI crse or cons inst.
 May be repeated.

- 328 THE SCHOOL AS A SOCIAL
 INSTITUTION** 3 US for non-
 teachers only S
 Completion of University Studies requirements in social science or cons inst.

Utilization of social scientific concepts in the study of education. Emphasis on organization and functions of the school as a social institution.

- 330 MAN AND THE ANALYSIS
 OF EDUCATION** 3
 Fundamental dimensions of foundational inquiry; historical, philosophical, social, and comparative foundations of education. Emphasis on relationship between selected views of man and their implications for education.

- 332 EDUCATION IN THE
 INNER CITY** 3 F, S
 EED 270 or 280 or 290 or appropriate portion
 EDU 200. Field trips.

Problems of educating students living in inner city. Student characteristics, needed teacher skills and attitudes, instructional materials, techniques, school and community programs.

333 *THE JUNIOR HIGH SCHOOL* 2 F, S
Philosophy, functions, curricula of early adolescent education as implemented in junior high/middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools.

335 *HISTORY OF EDUCATION* 3 S
US for non-teachers only
Development of European and American educational systems and programs. Historical perspective of modern educational problems.

336 *INTRODUCTION TO COMPARATIVE EDUCATION* 3 US for non-teachers only
Comparative analysis of major ideas and institutions of selected national systems of education. Problems related to developments in American education.

340 *STATISTICS I* 3 F, S
PSY 111 or SOA 106. Also offered as SOA 340. and PSY 340.

Application and interpretation of basic statistics used in the behavioral sciences: Descriptive statistics, simple hypothesis testing and two-variable regression.

360 *PRINCIPLES OF GUIDANCE* 3 F, S
Backgrounds, philosophy, and services in school guidance programs. Appraisal, informational and counseling services. Role of the classroom teacher; organization of guidance activities.

361 *STUDENT PERSONNEL WORK IN HIGHER EDUCATION* 3
Fundamental concepts, organization and administration of higher education student personnel work. The student personnel worker as a facilitator in the changing educational scene.

387 *MEASUREMENT AND EVALUATION IN EDUCATION* 3 F, S
Development, use and improvement of standardized and teacher-made tests and self-rating devices. Interpretation of test data and use of test results. Appropriate for elementary, secondary and college levels.

399 *STUDENT TEACHING* 1-10 F, S

402 *RECENT RESEARCH IN READING* 3 F, S
Analysis of recent research in reading at the elementary, secondary, and college levels.

405 *PSYCHOLOGY OF TEACHING READING* 3 F

406 *ADVANCED SECONDARY SCHOOL READING* 3 S
One Course in Reading.
Advanced reading in the content areas.

408 *PRACTICUM IN READING FOR CLASSROOM TEACHERS* 3
Cons inst. Individual and group conferences

with the instructor.

Preparation of teachers to help pupils in regular classrooms overcome reading problems. Diagnosing and correcting reading difficulties.

419 *SEMINAR IN READING* 3 F
9 Semester hours of graduate work in reading or cons inst.

424 *EDUCATIONAL CLASSICS* 3
One course in history or philosophy of education or cons inst.

Historic conceptions of education and their relevance to programs and practices today. Readings include works of Plato, Locke, Rousseau, and Dewey.

426 *EDUCATION AND SOCIAL ISSUES* 3
Graduate standing in EDU, ECO, SOA, POS, or cons inst.

Analysis of the relationship between educational institutions and the larger society. Problems of race, religion, social class, youth sub-cultures, allocation of human resources; means for resolving these problems.

428 *SEMINAR IN FOUNDATIONS OF EDUCATION* 2-3 F
One graduate level course in the discipline appropriate to the study undertaken or cons inst.

430 *WORKSHOP IN EDUCATION* 2-6
Teaching Experience.

431 *INDIVIDUALIZED FIELD WORK IN EDUCATION* 2-3 F, S
Cons dept chm.

Variety of direct experiences with elementary or high school students, public school curricula and staff, and/or community groups involved in public school programs.

432 *PHILOSOPHY OF EDUCATION* 3 F
Examination of major philosophical contributions to the analysis of education.

437 *ANALYSIS OF TEACHING* 3 F
Development of ability to observe classroom teacher behavior and suggest its improvement.

440 *STATISTICS II* 3 F, S
PSY 340. Also offered as SOA 440 and PSY 440.

Logic of statistical inference: Interval estimation, complex hypothesis testing, and non-parametric techniques. Applications in behavioral sciences.

441 *EXPERIMENTAL DESIGN* 3 S
PSY 440. also offered as SOA 441 and PSY 441.
Statistical principles of experimental design: Selection, analysis, and interpretation of Analysis of Variance and Covariance designs in the behavioral sciences.

460 *GUIDANCE APPRAISAL* 3 F, S
EDU 360 or conc reg.
Administration and interpretation of appraisal techni-

ques appropriate to the student's level of interest: elementary, secondary, or higher education. Emphasis on student self-appraisal.

461 ORGANIZATION OF GUIDANCE SERVICES 3 F
EDU 360.

Activation, organization, administration, and utilization of guidance services. Selection of personnel, in-service education of staff, evaluation of program and steps in introducing a comprehensive program.

462 PRACTICUM IN COUNSELING 3-6 F, S
EDU 360, 464, or cons inst. May be repeated for total of six hours.

Supervised experience in individual and/or small-group counseling. Experiences provided appropriate to student's level of interest: elementary, secondary, or higher education.

463 THEORY AND PRACTICE IN GROUP COUNSELING 2-6 F, S
EDU 360 or conc reg. May be repeated for total of six hours.

Participation in a group with associated study of interpersonal relationships through tapes, films, observation, and related reading. Relevant theories of group counseling and interaction.

464 THEORIES AND TECHNIQUES OF COUNSELING 3 F, S

Goals, methods and procedures of counseling as seen from differing theoretical positions. Interpersonal dimensions of counseling interviews. Case material illustrating applications in a variety of counseling situations.

465 VOCATIONAL COUNSELING 3 F, S

Identifying and using informational materials. Clarifying vocational choice theory, classification systems and other vocational concepts needed by counselors.

466 JUNIOR COLLEGE COUNSELING 3 F
EDU 360 and either EDA 472 or Jr. Coll. exp.

467 THEORY AND PRACTICE IN ELEMENTARY SCHOOL COUNSELING 3 S
EDU 360 and cons inst.

474 SEMINAR IN COLLEGE TEACHING 3 F, S

Roles and responsibilities of the college teacher and competencies necessary for effective teaching. Analysis of alternative models for instruction and their relation to classroom practice.

475 INTRODUCTION TO RESEARCH 3 F, S

Geared to the research interests of individual students, emphasizing Action Research and utilization of current significant research findings.

476 CURRICULUM THEORY 3 F, S

Nature of curriculum theory and sources of knowledge utilized in the formulation of curriculum theory. Critical analysis of major curriculum patterns in American education. Curriculum study, revision, and evaluation.

477 SUPERVISION OF INSTRUCTION 2 F

Principles underlying improvement of instruction through supervision. Techniques for giving the understandings practical application. Evaluation of pupils, teachers, supervisors; supervisory practice.

478 SEMINAR IN SUPERVISION OF INSTRUCTION 3 S
EDU 477.

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING 3 F, S

Offered in cooperation with the student's major department.

Observation and teaching in the student's major area, with other experiences appropriate to academic involvement at the college level.

493 PERSPECTIVES OF TEACHER EDUCATION 3 S

Master's degree or cons inst. For advanced graduate students preparing for positions associated with preparation of teachers and specialized school personnel.

Admission, curricula, instruction, certification, accreditation, evaluation, problems, issues and trends in the selection and preparation of teachers.

495 SEMINAR IN CURRICULUM 3 F

Advanced graduate standing or cons inst. and EDU 476.

497 PROFESSIONAL LABORATORY EXPERIENCE 3

Role of professional laboratory experiences in teaching and learning.

498 INTERNSHIP 3-8

Assignments are made by the Dean of the Graduate School on recommendation of the student's academic advisor at least two months prior to beginning internship.

Opportunities to work with principals, superintendents, teachers, and lay groups in public school situations. Of special benefit to inexperienced students and for those preparing for administrative work in public schools.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Elementary Education

A student in Program II may not enroll for credit in any course in Elementary Education which is identified with an asterisk () preceding the course number nor for any of the following: ART 102, HPE 222, MAT 201, MUS 277, THE 232.

*101 FOUNDATIONS OF ELEMENTARY EDUCATION 3

Orientation to the profession; relationship of elementary education within the organization of American public education.

102 CONTINUING SEMINAR ½ F, S EED majors only. May be repeated to total 2 hours.

Personal qualifications, attitudes and academic requirements for teaching.

*210 CHILD GROWTH AND DEVELOPMENT 3 F, S PSY 111. No credit if had PSY 115 (215).

Physical, social, emotional and mental development of the child from conception through adolescence; methods of studying children and their behavior.

*220 READING METHODS 3 F, S EED 210 or PSY 115.

Instruction in, observation of, use of materials and techniques in teaching word recognition (including phonics), comprehension, and critical reading.

*230 PHYSICAL SCIENCES FOR ELEMENTARY TEACHERS 3 F, S Student investigation of ESS, SCIS, AAAS, COPES materials. Investigative approach to teaching science.

250 CORE I—THE ARTS 12 F, S EED majors only.

Modern programs, materials, techniques of teaching art, creative drama, music, physical education in elementary school. Evaluation, measurement, child growth and curriculum.

251 CORE II—COMMUNICATION SKILLS 12 F, S EED 250.

Modern programs, materials, techniques of teaching reading and language arts in elementary school. Media development, construction of language learning projects and exploration of oral-aural classroom activities.

252 CORE III—NATURAL AND SOCIAL SCIENCES 10 F, S EED 251.

Modern programs, materials and techniques of teaching mathematics, science and social studies in elementary school. Emphasizes thinking skills. Students develop programs for a variety of classroom environments.

253 THE CLINICAL CENTER PRACTICUM 10 F, S EED 253.

Participation in a partnership among Illinois State University, public school districts, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

*270 PRIMARY CURRICULUM 4 F, S EED 220 or conc reg.

Primary education as a basic unit of the elementary school; the physical plant, equipment, organization; language arts; number concepts; science experiences; social studies; methods of evaluation.

*280 MIDDLE GRADE CURRICULUM 4 F, S EED 220 or conc reg.

Methods and materials in intermediate grades; language arts; arithmetic, science, and social studies; instructional problems for teachers; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal.

*290 JUNIOR-HIGH—MIDDLE SCHOOL CURRICULUM 4 F, S EED 220 or conc reg.

Curriculum planning and instruction of young adolescents in various types of school organization; methods and materials in language arts, social studies, arithmetic, and science activities.

292 KINDERGARTEN EDUCATION 3 F, S EED 210 and 270, 280 or 290; or EED 251.

Principles and practices of planning, teaching, and evaluating kindergarten programs.

*298 SENIOR SEMINAR IN ELEMENTARY EDUCATION 3 F, S EED 270, 280 or 290.

Curriculum development, classroom management, teacher-pupil planning, providing for individualized differences, making records and reports, understanding research and literature of various teaching fields, testing and evaluation instruments and procedures, school-community relations, in-service education.

*302 PROSPECTUS IN ELEMENTARY EDUCATION 3 F, S The evolution of elementary education including its role in contemporary society.

304 COLLOQUIUM: MUSIC, ART, AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 3

307 ADVANCED READING METHODS 3 F, S EED 220.

Practical problems utilizing group techniques in teaching reading in elementary classroom. Integrates reading with non-reading learning activities.

- 310 **ELEMENTARY SCHOOL CURRICULUM** 4 S
EED 270, 280 or 290; or cons inst.
Conceptual and structural design of elementary school curriculum.
- 311 **TEACHING IN URBAN ELEMENTARY SCHOOLS** 3 F, S
Processes and effects of urbanization on elementary school children; adaptation of curriculum materials, techniques, procedures, and practices for teaching in urban elementary schools.
- 387 **MEASUREMENT AND EVALUATION IN EDUCATION** 3
See EDU 387.
- 399 **STUDENT TEACHING** 1-8 F, S
- 402 **RECENT RESEARCH IN READING** 3 F, S
Analysis of recent research in reading at the elementary, secondary and college levels.
- 403 **ORGANIZATION AND MANAGEMENT OF CLASSROOM LEARNING** 3 F
Role of the classroom teacher in the changing elementary school. Organizing the school for effective living and learning.
- 404 **INSTRUCTIONAL PROCEDURES IN ELEMENTARY EDUCATION** 3 S
Cons inst.
Planning for instruction, determining of educational goals, nature of substantive content and uses of staff.
- 405 **NURSERY-KINDERGARTEN EDUCATION** 3 S
Cons inst.
Criteria and procedures for developing, organizing and administering programs for nursery-kindergarten educations.
- 408 **PRACTICUM IN READING FOR CLASSROOM TEACHERS** 3 F, S
Cons inst. Individual and group conferences with the inst.
Preparation of teachers to help pupils in regular classrooms overcome reading problems. Diagnosing and correcting reading difficulties.
- 419 **SEMINAR IN READING** 3 F
9 Semester hours of graduate work in reading or cons. inst.
- 420 **SEMINAR IN DIAGNOSIS AND CORRECTION OF READING DISABILITIES** 3
See SED 420.
- 430 **WORKSHOP IN EDUCATION** 2-6
Tchg. Exp.
Emphasis given to serving superintendents, principals, supervisors, and teachers who are presently responsible for curriculum study.
- 431 **INDIVIDUALIZED FIELD WORK IN EDUCATION** 2-3 F, S
Cons dept chm.
Variety of direct experiences with elementary or high school students, public school curricula and staff, and/or community groups involved in public school programs.
- 437 **ANALYSIS OF TEACHING** 3 F
Development of ability to observe classroom teacher behavior and suggest its improvement.
- 440 **APPLIED CHILD GROWTH AND DEVELOPMENT FOR THE ELEMENTARY TEACHER** 3 F, S
EED 210 or cons inst.
Application of principles of child growth and development in the elementary classroom.
- 450 **LANGUAGE ARTS INSTRUCTIONAL STRATEGIES** 3 F
Analysis and application of learning theories to elementary school language arts programs.
- 452 **ELEMENTARY SCHOOL SOCIAL STUDIES: INSTRUCTIONAL STRATEGIES** 3 S
EED 476 or cons inst.
Utilization of the structure, concepts, and modes of inquiry of the social sciences in implementing curriculum trends and innovations in elementary school social studies.
- 453 **ELEMENTARY SCHOOL SCIENCE: INSTRUCTIONAL STRATEGIES** 3 F
EED 476 or cons inst.
Contemporary elementary school science programs, such as AAAS, SCIS, ESS and ISCS.
- 476 **CURRICULUM THEORY** 3 F, S
Nature of curriculum theory and sources of knowledge utilized in the formulation of curriculum theory. Critical analysis of major curriculum patterns in American education. Curriculum study, revision, and evaluation.
- 477 **RESEARCH STUDIES IN ELEMENTARY CURRICULUM** 4 F
EED 476 or cons inst.
Examination of professional literature that reports established trends, research studies, and practice in elementary curriculum.
- 487 **ADVANCED EARLY CHILDHOOD EDUCATION** 3 F
Prof. Exp. or cons inst.
Current concepts in early childhood education.
- 488 **DESIGN AND IMPLEMENTATION OF CONTEMPORARY COMPREHENSIVE EARLY CHILDHOOD EDUCATION PROGRAMS** 3 S
EED 487 or cons inst.
- 496 **SEMINAR IN ELEMENTARY EDUCATION** 3 F, S
Cons. inst.

498 **INTERNSHIP** 3-8 F, S
Cons. Dean Grad Sch & Advisor
 Practicum with principals, superintendents, teachers
 and lay groups in public school situations.

Economics

Chairman: James V. Koch, 338 Schroeder Hall.

Professor:

Firestone, Frederic N.	Ph.D., Wisconsin
Harden, Warren R.	Ph.D., Indiana
Hassan, Mostafa F.	Ph.D., Wisconsin
Poe, Douglas	Ph.D., Indiana

Associate Professor:

Koch, James V.	Ph.D., Northwestern
McCarney, Bernard J.	Ph.D., Pittsburgh
Owen, Virginia S.	Ph.D., Illinois

Assistant Professor:

Chizmar, John F.	Ph.D., Boston College
Elkin, Randy D.	Ph.D., Iowa State
Fenili, Robert N.	M.S., Illinois State
MacDonald, Donald J.	A.M. Washington (St. Louis)
Rutner, Jack L.	

B.S., Massachusetts Institute of Technology

Instructor:

Komarek, William F.	M.S., Illinois State
Smith, Dale F.	M.S., Illinois State

100 PRINCIPLES OF ECONOMICS I 3 US F, S

Basic forces that determine the functioning of an economic system. Factors that determine the level of national income, allocation of resources and performance of competing economies.

101 PRINCIPLES OF ECONOMICS II 3 US F, S
 ECO 101.

Alternative market structures, distribution of income and economic stability. Implications of economic analysis for policy making.

130 INTRODUCTION TO MATHEMATICAL ECONOMICS 3 US F
 ECO 101 and MAT 120 or cons inst.

Elementary mathematical tools and their applications in economic analysis. Elements of graphing, algebra, the calculus, and linear algebra in relation to economic analysis.

131 BUSINESS AND ECONOMIC STATISTICS 3 US F, S
 MAT 120 or cons inst.

Introduction to statistical concepts and methods as utilized in typical business and economics situations.

205 DEVELOPMENT ECONOMICS 3 US F, S
 ECO 101.

Principal determinants of economics development and

499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S
 Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

problems associated with generating and accelerating economic growth in less-developed areas.

210 COMPARATIVE ECONOMIC SYSTEMS 3 US F, S
 ECO 101.

Theoretical and descriptive aspects of Capitalism, Communism, Fascism, and Socialism. Emphasis given to process of economic decision-making with respect to allocation of resources and economic growth.

215 MONEY AND BANKING 3 US F, S
 ECO 101.

Development and growth of the monetary system. Emphasis on monetary theory and applied policy issues.

225 LABOR ECONOMICS AND LABOR PROBLEMS 3 US F, S
 ECO 101.

Economic aspects of labor and trade unionism. Emphasis on wage determination, bargaining, manpower, and effects of unions.

320 INDUSTRIAL ORGANIZATION AND PRICES 3 US S
 ECO 101.

Theoretical and empirical analysis of basic influences on industrial markets and performance. Market practices, the role of competition, and related policy issues.

326 MANPOWER ECONOMICS 3 US S
 ECO 101.

Economic forces determining the level and composition of labor supply and demand. Labor market implications of automation, labor mobility, human capital, and governmental manpower policy, theory, and practice. Evaluation of manpower programs.

330 MATHEMATICAL ECONOMICS 3 US S
 ECO 101 and course work in differential and integral calculus.

Application of mathematics to economic problems and relationships.

331 INTERMEDIATE ECONOMIC STATISTICS 3 US F
 ECO 131 and course work in differential and integral calculus.

Methods of collecting and analyzing economic data including estimation and decision theory, linear regression and correlation analysis, and analysis of variance. Elementary econometric principles.

333 OPERATIONS RESEARCH 3 US S
ECO 131 and course work in differential and integral calculus.

Quantitative techniques for economics analysis and decision making. Includes linear programming, input-output analysis, game theory, queuing theory, and probabilistic models, with emphasis on applications to theory of the firm.

335 TRANSPORTATION 3 US F
ECO 101.

Theoretical and empirical study of rail, water and air transportation. Intermodel competition. Efficacy of regulation.

339 MANAGERIAL ECONOMICS 3 US F
ECO 101.

Theoretical and applied study of demand, costs, and production related to the theory of the firm. Developments of current interest; empirical studies intended to affirm or disaffirm applicability of economic principles.

340 INTERMEDIATE MICROECONOMIC THEORY 3 US F, S
ECO 101.

Theory of consumer behavior and of the firm and determination of prices of consumer goods, productive services, and capital goods, resource allocation.

341 INTERMEDIATE MACROECONOMIC THEORY 3 US F, S
ECO 101.

Detailed examination of theoretical basis of modern explanations of economic stability and relative shares in the national income.

345 INTERNATIONAL ECONOMICS 3 US F
ECO 101.

International economy, including reasons for trade, terms of trade, and adjustments mechanisms. Emphasis on tariff issue and purposes and functions of international financial institutions.

350 PUBLIC FINANCE 3 US F
ECO 101.

Principles involved in determining (1) the most desirable amount of government spending, and (2) the effects of various types of taxes and other sources of government revenue.

372 HISTORY OF ECONOMIC THOUGHT 3 US S
ECO 101.

Economic thought and theory from ancient to modern times. Emphasis on theories which have influenced the economic development of western civilization.

401 SURVEY OF ECONOMIC PRINCIPLES 3 F
Enrollment limited to graduate students who have had not more than one semester of previous study in economics.

For students who need an understanding of the basic tools of economic analysis. Compresses into a single semester matters covered in ECO 100, 101.

405 THEORIES OF ECONOMIC DEVELOPMENT 3 S
ECO 205.

Economic development theories and their implications for development policy to further economic growth.

409 ECONOMIC ISSUES IN SOCIALIST ECONOMICS 3
ECO 210.

Labor theory of value, surplus value, theories of rent, expanded reproduction, economic laws in capitalism and socialism, socialist pricing, centralized and decentralized planning, problems of measurement, the new class phenomenon, and criticisms of socialist concepts.

410 SOVIET ECONOMICS 3
ECO 210.

Economic growth of the Soviet Union. NEP and economic planning. Pricing, decentralization, and economic reform.

415 CONTEMPORARY MONETARY THEORY 3 F
ECO 215.

Advanced study of the role of money in an economy. Effects of changes in the quantity of money and its velocity of turnover on employment, income, consumption, and price levels. Comparison of the flexible version of the quantity theory with the national income theory. Implications of these theories to monetary policy.

416 CONTEMPORARY MONETARY POLICY 3
ECO 215.

Current issues in monetary policy, the formulation of effectiveness, impact, organization, indicators, and problems of monetary policy, along with the instruments, goals, and policies of the central bank.

435 SEMINAR IN INDUSTRIAL ORGANIZATION, PRICING, AND REGULATION 3 S
ECO 320 or 335.

438 ECONOMETRICS 3 F
ECO 331 or MAT 350 or cons inst.

Linear regression model, properties of estimators, simultaneous equations, and specification and identification in economic theory and economic problems.

440 ADVANCED PRICE THEORY 3 F
ECO 340 and course work in differential and integral calculus.

Advanced demand and production theory. Distribution. Welfare economics. Intensive reading in the literature.

441 ADVANCED INCOME THEORY 3 S
ECO 341 and course work in differential and integral calculus.

National income analysis with emphasis on contem-

porary theories of consumption, investment and interest. Level, growth and fluctuations of national income.

445 INTERNATIONAL ECONOMIC ANALYSIS 3 ECO 345.

Adjustments in the balance of payments among countries. Mechanisms through which income effects, price effects, and changes in commercial policy may restore equilibrium to the balance of payments. Extent to which these forces are automatic or managed.

450 THEORY OF PUBLIC FINANCE 3 S ECO 350.

Various concepts of equity in taxation. Development of theory of tax shifting. Criteria for government spending. Evaluation of fiscal policy stabilization tools. Burden, economic effects, and possibilities of retirement of public debt.

451 FINANCING STATE AND LOCAL GOVERNMENTS 3 ECO 101.

Types of spending and possible sources of revenue for state and local governments; probable economic effects and administrative problems inherent in each.

470 THE PUBLIC FINANCE OF HIGHER EDUCATION 3 S ECO 401 or EDA 479 or cons inst. See also EDA 470.

Topics and problems in the public finance of higher education. Revenue policy and expenditure policy for higher education, program and performance budgeting and other efficiency concerns, investment in education, aspects of management of higher education.

490 SEMINAR IN ECONOMICS 1-4 F, S

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN ECONOMICS 3 F, S See EDU 491.

492 GRADUATE READINGS IN ECONOMICS 1-3 F, S Cons inst and dept chm.

For the graduate student who would benefit from a more specialized independent type of study adapted to his background and needs.

497 RESEARCH SEMINAR 1-6 F, S May be repeated.

Introduction to bibliography, methods of scholarly research and the critical evaluation of research in the field.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Educational Administration

Chairman: Benjamin C. Hubbard, 104 Educational Administration Building.

Professor:

Budig, Gene A.	Ed.D., Nebraska
Chambers, Merritt M.	Ph.D., Ohio State
Edwards, Charles W.	Ph.D., Iowa
Egelston, Elwood F.	Ed.D., Oregon
Garber, Lee O.	Ph.D., Chicago
Hickrod, G. Alan	Ed.D., Harvard
Hubbard, Benjamin C.	Ed.D., Alabama
Johnson, Eric H.	Ed.D., Illinois
Matsler, Franklin G.	Ph.D., California (Berkeley)
McGrath, J H	Ph.D., Iowa
Smith, Gerald W.	M.A., Iowa
Thomas, Clayton F.	Ph.D., Iowa

Associate Professor:

Scott, Keith L.	Ed.D., Colorado
Woodard, Samuel L.	Ed.D., State University of New York (Buffalo)

Assistant Professor:

Adams, Vernon A.	Ph.D., Illinois
Watson, D. Gene	B.S. in Ed., Illinois State

Lecturer:

Sullivan, William H.	M.S. in Ed., Western Illinois
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430 WORKSHOP IN EDUCATION 2-6 F, S (See EDU 430.) Teaching experience.

431 INDIVIDUALIZED FIELD WORK IN EDUCATION 2-3 F, S (See EDU 431.) Cons dept chm.

470 THE PUBLIC FINANCE OF HIGHER EDUCATION 3 S EDA 479, ECO 400 or cons inst.

471 COLLEGE ADMINISTRATION 3 F

472 THE COMMUNITY (JUNIOR) COLLEGE 3 F, S

473 SEMINAR IN THE COMMUNITY (JUNIOR) COLLEGE 2 F, S

478 LEGAL BASES OF PUBLIC EDUCATION 3 F, S

479 FINANCIAL BASES OF PUBLIC EDUCATION 3 F, S

480 SCHOOL PLANT PLANNING 3 F, S

481 ADMINISTRATION AND ORGANIZATION OF SCHOOLS 3 F, S

485 PRINCIPALSHIP 3 F, S

494 RESEARCH SEMINAR IN EDUCATION 1 F, S Advanced graduate standing.

498 INTERNSHIP 3-8 S

499 INDEPENDENT RESEARCH FOR THE
MASTER'S THESIS 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

582 ADMINISTRATION AS A
SCIENCE AND AN ART 3 F, S
EDA 481 and advanced graduate standing.

583 EDUCATIONAL LEADERSHIP 3 F, S
EDA 481, 582 and admission to the doctoral program.

584 SUPERINTENDENT AND
CENTRAL STAFF 3 F
Advanced graduate standing.

586 MANAGEMENT OF EDUCATIONAL
FUNDS 3 F
EDA 479 or cons inst.

Development of high competence and deeper concepts of school finance, with particular emphasis on the management phase. Management of all school funds, program budgeting, financial accounting, financial statements and reports, safeguards, debt serv-

ice, and management of special problems of finance.

589 FIELD WORK IN EDUCATIONAL
ADMINISTRATION 3-4 F, S
Advanced standing and cons inst.

Provides responsibilities and experiences in the study of administrative problems in school-community setting.

590 RESEARCH IN EDUCATION
Variable Credit F, S

Related to research requirements for Specialist, Doctor of Philosophy, and Doctor of Education degrees. Approval of the chrm of the dept. of the program in which the student is enrolled is required. Maximum of 16 hours credit in research may be counted toward residency.

596 SEMINAR IN EDUCATIONAL
ADMINISTRATION 3
Advanced graduate standing. For advanced graduate students in EDA. May be repeated.

Content will vary according to the needs of students and the emerging problems that need depth study.

English

Chairman: Henry H. Adams, 409 Stevenson Hall.

Professor:

Adams, Henry H.	Ph.D., Columbia
Bishop, Ferman	Ph.D., Wisconsin
Canning, George R.	Ph.D., Wisconsin
Crowell, Norton B.	Ph.D., Harvard
Gimmestad, Victor E.	Ph.D., Wisconsin
Heissler, John M.	Ph.D., Illinois
Hill, John S.	Ph.D., Wisconsin
Jochums, Milford C.	Ph.D., Illinois
Ranta, Taimi M.	Ph.D., Minnesota
Vetter, Dale B.	Ph.D., Northwestern

Associate Professor:

Alexander, Harold W.	M.A., Iowa
Allen, Richard E.	Ph.D., Washington (St. Louis)
Bellas, Ralph A.	Ph.D., Kansas
Brome, Robert B.	M.A., Northern Colorado
Brosnahan, Leger N.	Ph.D., Harvard
Drawver, Pauline S.	Ph.D., Illinois
Duncan, Robert L.	Ph.D., Indiana
Ericksen, Donald H.	Ph.D., Illinois
Harris, Charles B.	Ph.D., Southern Illinois
Hutton, Virgil R.	Ph.D., Michigan
Kagle, Steven E.	Ph.D., Michigan
Kroeger, Frederick P.	Ph.D., Michigan
Linneman, William R.	Ph.D., Illinois
Sutherland, Robert D.	Ph.D., Iowa
Tarr, Rodger L.	Ph.D., South Carolina
White, Ray Lewis	Ph.D., Arkansas
Woodson, William C.	Ph.D., Pennsylvania

Assistant Professor:

Albert, Richard N.	M.S., Wisconsin
Balls, K. Gerald	M.S., Utah State
Brosnahan, Irene T.	Ph.D., Georgetown
Cox, Carrol B.	Ph.D., Michigan
Dammers, Richard H.	Ph.D., Notre Dame
DeBlois, Peter B.	M.A., Syracuse
Easson, Kay P.	Ph.D., Tulsa
Easson, Roger R.	Ph.D., Tulsa
Eatherly, Scott C.	M.S., Wisconsin
Greene, Elsa P.	Ph.D., Minnesota
Grever, Glenn A.	Ph.D., Illinois
Holden, David F.	Ph.D., Kansas
Louthan, Vincent A.	Ph.D., Connecticut
McMahan, Elizabeth E.	Ph.D., Oregon
Morgan, William W.	Ph.D., Tennessee
Newby, Richard L.	Ph.D., Colorado
Nietzke, Douglas A.	Ph.D., Illinois
Parmantie, Peter A.	M.S. in Ed., Illinois State
Pilch, L. Louese	M.A., Illinois
Proctor, Perry M.	M.A., Southern Illinois
Renner, Stanley W.	Ph.D., Iowa
Richardson, Carmen H.	Ed.D., Oklahoma State
Scrimgeour, James R.	Ph.D., Massachusetts
Templeton, Donald F.	M.A., Iowa
Werner, Lucille G.	M.S., Illinois State
Wilcox, Leah M.	Ed.D., Southern California
Wise, Vermell	Professional Diploma, Columbia

Instructor:

Boaz, Mildred M.	A.M., Michigan
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Bowling, Lynn K.	M.A., Chicago
Boyd, G. Michael	M.A., Texas
Catron, Douglas M.	M.S., Illinois State
Cole, Dorothy M.	M.A., Illinois State
Feaster, Phyllis L.	M.S. in Ed., Illinois State
Fielding, Eileane H.	M.S. in Ed., Illinois State
Funk, Robert W.	M.A., Bradley
Glidden, Elizabeth F.	M.A., Illinois State
Helgeson, Candace A.	A.M., Illinois
Hoffman, John C.	M.A., Iowa
Kinser, Ronald A.	M.S., Illinois State
Kizer, Nancy T.	M.A., Illinois State
Kohlmeier, Helen B.	M.S., Illinois State
Kohn, Rita T.	M.S., Illinois State
Lundstrom, David J.	M.A., Illinois State
Madden, Patricia C.	M.A., Illinois State
Mentzer, Ella S.	M.S. in Ed., Illinois State
Moran, Marianne W.	M.S. in Ed., St. Cloud State College
Neuleib, Janice G.	M.A., Illinois State
Tipson, Mary C.	M.S., Illinois State
Welsch, Harold P.	M.A., Western Illinois
Wolcott, Howard S.	M.A., Illinois State

The courses offered by the Department of English fall into three categories: those for University Studies, those for major and minor fields, and those for specialized aspects in English.

Students who on the entrance test demonstrate excellence in English may take proficiency tests for credit in Language and Composition 101.

English 101 is strongly recommended before the student takes further courses in English.

101 LANGUAGE AND COMPOSITION	3 US	F, S
<i>Does not count toward a first or second field in English.</i>		
104 INTRODUCTION TO LITERATURE—POETRY AND DRAMA	3 US	F, S
<i>Not open to students who have earned credit in ENG 103.</i>		
105 INTRODUCTION TO LITERATURE—PROSE FICTION	3 US	F, S
<i>Not open to students who have earned credit in ENG 102.</i>		
109 INTRODUCTION TO LITERARY STUDY	3 US	F, S
<i>Students may not earn credit in 109 if they have credit in one of the following: 102, 103, 104, 105.</i>		
110 MASTERPIECES OF ENGLISH LITERATURE	3 US	F, S
130 MASTERPIECES OF AMERICAN LITERATURE	3 US	F, S
145 ADVANCED EXPOSITION	3 US	F, S
150 ANCIENT LITERATURE	3 US	F, S
170 LITERATURE FOR THE ELEMENTARY SCHOOL	3	F, S
<i>Also offered as LIB 170.</i>		
213 MEDIEVAL ENGLISH LITERATURE	3 US	F, S
214 LITERATURE OF THE RENAISSANCE	3 US	F, S
215 LITERATURE OF THE SEVENTEENTH CENTURY	3 US	F
216 LITERATURE OF THE EIGHTEENTH CENTURY	3 US	F, S
217 LITERATURE OF THE ROMANTIC PERIOD	3 US	F, S
218 LITERATURE OF THE VICTORIAN PERIOD	3 US	F, S
219 CONTEMPORARY ENGLISH LITERATURE	3 US	F, S
222 SHAKESPEARE: COMEDIES AND HISTORIES	3 US	F, S
223 SHAKESPEARE: TRAGEDIES	3 US	F, S
231 AMERICAN LITERATURE, 1607 to 1830	3 US	F, S
232 AMERICAN LITERATURE, 1830 to 1870	3 US	F, S
233 AMERICAN LITERATURE, 1870 to 1920	3 US	F, S
234 CONTEMPORARY AMERICAN LITERATURE	3 US	F, S
235 AFRO-AMERICAN LITERATURE	3 US	F, S
241 GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE	3 US	F, S
243 TRADITIONAL AND NON-TRADITIONAL GRAMMARS	3 US	F, S
245 GENERAL SEMANTICS	3 US	F, S
247 CREATIVE WRITING	3 US	F, S
250 LITERATURE OF THE BIBLE I	3 US	F
<i>Old Testament.</i>		
251 LITERATURE OF THE BIBLE II	3 US	S
<i>Apocrypha and New Testament.</i>		
252 EUROPEAN LITERATURE TO 1700	3 US	S
<i>Foreign literature in translation.</i>		
254 EUROPEAN LITERATURE, 1700 to 1850	3 US	
<i>Foreign literature in translation.</i>		
255 MODERN WORLD LITERATURE I	3 US	S
<i>Foreign literature in translation, 1850 to 1940.</i>		

- 256 MODERN WORLD LITERATURE II 3 US F, S
Foreign literature in translation, since 1940.
- 271 LITERATURE FOR LOWER GRADES 3 F, S
Also offered as LIB 271.
- 272 LITERATURE FOR UPPER GRADES 3 F, S
Also offered as LIB 272.
- 273 VERSE FOR CHILDREN 3 F, S
- 285 THE DRAMA 3 US S
From Greece to modern times. In translation.
- 286 THE NOVEL 3 US F, S
The novel in English with emphasis on the nineteenth and twentieth centuries.
- 290 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 3 F, S
- 296 LITERATURE FOR THE HIGH SCHOOL 3 F, S
- 297 LANGUAGE AND COMPOSITION IN THE SECONDARY SCHOOL 3 F, S
- 298 SEMINAR 3
Intensive study of a genre, topic, group of authors, or single major writer in English or American Literature.
- 306 REGIONAL AND AREA STUDIES 1-9
Cons inst. Usually given cooperatively with other depts.
Intensive study of particular lands, environments, cultures, literatures, and peoples.
- 310 HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE 3
ENG 241 or cons inst.
- 311 INTRODUCTION TO OLD ENGLISH 3
- 312 BEOWULF AND OTHER OLD ENGLISH POEMS 3
ENG 311.
- 313 MIDDLE ENGLISH LANGUAGE AND LITERATURE 3
Chaucer not included.
- 317 VICTORIAN PROSE 3
- 320 CHAUCER 3 F
- 324 MILTON 3 S
- 325 ENGLISH DRAMA BEFORE 1642 3 F
- 327 RESTORATION AND EIGHTEENTH-CENTURY ENGLISH DRAMA 3
- 328 MODERN BRITISH AND AMERICAN DRAMA 3 F, S
- 332 SELECTED FIGURES IN AMERICAN LITERATURE 3 F, S
May be repeated.
- 336 THE AMERICAN NOVEL 3 F, S
- 341 INTRODUCTION TO DESCRIPTIVE LINGUISTICS 3 F, S
- 342 INTRODUCTION TO HISTORICAL LINGUISTICS 3
ENG 341
- 347 ADVANCED CREATIVE WRITING 3 US F, S
ENG 247
- 348 PLAYWRITING 3 US
- 370 STUDIES IN THE HISTORY OF LITERATURE FOR YOUNG PEOPLE 3 S
May be repeated.
- 372 STUDIES IN CONTEMPORARY LITERATURE FOR YOUNG PEOPLE 3
May be repeated.
- 375 STUDIES IN LITERATURE FOR ADOLESCENTS 3 F
May be repeated.
- 382 LITERARY CRITICISM 3
- 386 THE EIGHTEENTH-CENTURY ENGLISH NOVEL 3 S
- 387 THE NINETEENTH-CENTURY ENGLISH NOVEL 3 F
- 388 THE TWENTIETH-CENTURY ENGLISH NOVEL 3 F, S
- 390 RECENT RESEARCH IN THE TEACHING OF THE LANGUAGE ARTS 2
- 392 MODERN THEORIES OF RHETORIC 3
- 395 PROBLEMS IN THE TEACHING OF ENGLISH 3 S
Experience in teaching (student teaching acceptable) or ENG 296 or 297.
- 397 RESEARCH SEMINAR 3 F
Introduction to bibliography, methods of scholarly research, and the critical evaluation of research.
- 399 MULTI-DISCIPLINARY SEMINAR 3
Intensive study in a given topic or topics which cut across disciplinary lines, to be offered cooperatively by two or more departments.
- 413 STUDIES IN MEDIEVAL ENGLISH LITERATURE 3
- 414 STUDIES IN SIXTEENTH-CENTURY ENGLISH LITERATURE 3 S
- 415 STUDIES IN SEVENTEENTH-CENTURY ENGLISH LITERATURE 3
- 416 STUDIES IN EIGHTEENTH-CENTURY ENGLISH LITERATURE 3 F
- 417 STUDIES IN THE ROMANTIC PERIOD 3

- 418 STUDIES IN VICTORIAN LITERATURE 3 S
- 419 STUDIES IN CONTEMPORARY ENGLISH LITERATURE 3
- 420 STUDIES IN CHAUCER 3
- 422 STUDIES IN SHAKESPEARE 3
- 424 STUDIES IN MILTON 3
- 428 STUDIES IN DRAMA 3 S
- 431 STUDIES IN EARLY AMERICAN LITERATURE 3
- 432 STUDIES IN AMERICAN LITERATURE 1830-1914 3 F
- 434 STUDIES IN CONTEMPORARY AMERICAN LITERATURE 3 F
- 440 STUDIES IN ENGLISH LINGUISTICS 3
- 450 STUDIES IN ANCIENT LITERATURE 3 F
- 452 STUDIES IN THE RENAISSANCE 3 S
- 453 STUDIES IN THE ENLIGHTENMENT 3
- 454 STUDIES IN EUROPEAN ROMANTICISM 3
- 456 STUDIES IN MODERN WORLD LITERATURE 3
- 482 STUDIES IN LITERARY CRITICISM 3
- 483 STUDIES IN RHETORIC AND ENGLISH PROSE STYLE 3
- 486 STUDIES IN THE ENGLISH NOVEL 3 F, S
- 487 STUDIES IN THE AMERICAN NOVEL 3 S
- 491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING OF ENGLISH 3 See EDU 491.
- 492 RECENT RESEARCH IN THE ENGLISH LANGUAGE ARTS 3 S
- 493 TOPICS IN ENGLISH 1-3
- 496 STUDIES IN BIBLIOGRAPHY 2
- 498 INDEPENDENT READING 1-3 F, S
- 499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Foreign Languages

Chairman: Thomas E. Comfort, 425 Stevenson Hall.

Professor:

Billingsley, Allie Ward Ph.D., Illinois
Comfort, Thomas E. Ph.D., Illinois
Kuhn, Brigitta J. Ph.D., Sorbonne
Laurenti, Joseph L. Ph.D., Missouri
Tarrant, Patrick Ed.D., Columbia

Associate Professor:

Ferguson, A. Gordon Ph.D., Nebraska
Foreman, J. Anne Ph.D., Colorado
Fuehrer, William D. Ph.D., Michigan
Gaigalas, Vytautas V. Ph.D., Colorado
Parent, David J. Ph.D., Cincinnati
Parker, Kelvin M. Ph.D., Chicago
Perry, Ralph M. Ph.D., Illinois
Rodriguez, Jose A. Ph.D., Havana (Cuba)

Assistant Professor:

Cradler, James F. B.A., Lawrence
Fritzen, Bodo Ph.D., Nebraska
Kennedy, William N. M.S. in Ed., Illinois State
Martinez, Olga A. M.A., Cordoba (Argentina)
McIntyre, James R. Ph.D., Michigan State
Moore, Robert P. Ph.D., Cornell
Petrossian, George A. A.M., Case Western Reserve
Pfabel, Wolfgang M.A., Case Western Reserve
Robertson, John B. Ph.D., Arizona

Roussey, Robert L.

Sault, Ruth J.

Vilaro, Rodolfo E.

Instructor:

Buttry, Dolores J. M.A., Illinois State
Huffman, Monique C. M.A., Illinois State
Vilaro, Audrey G. M.A., Syracuse

Students who have had no previous instruction in foreign language enroll in the course numbered 111 (French, German, Latin, Russian, Spanish). Students who have had one, two, or three years of a language in high school may enroll without examination in 112, 115, or 116, respectively. Students who have completed successfully four years of work in a foreign language in high school should consult with the head of the Department of Foreign Languages to determine proper placement.

The Department of Foreign Languages reserves the right to examine a transfer student as to his ability to carry courses numbered in the 300's.

A student must complete both semesters of the first year of a foreign language to receive credit toward graduation.

General Courses

204 FOREIGN LANGUAGE TEACHING IN
THE SECONDARY SCHOOL 1-3 F, S
Two 200-level FOR courses.

300 RESEARCH IN FOREIGN
LANGUAGES 1-3 F, S
Cons dept chm.

491 INTERNSHIP-SEMINAR IN COLLEGE
TEACHING IN THE FOREIGN
LANGUAGES 1-3
See EDU 491.

497 RESEARCH SEMINAR 1-6 F
May be repeated.

Must be taken by first year graduate students unless
the department requires Education 475.

499 INDEPENDENT RESEARCH FOR THE
MASTER'S THESIS 1-6 F, S
Four to six hours required in the thesis option. Reg-
istration beyond six hours permitted but not counted
toward the degree.

Classics

101 GREEK AND LATIN IN EVERYDAY
USE 3 US F
Latin and Greek elements in English; roots, prefixes,
and suffixes derived from Latin and Greek to enable
the student to increase vocabulary. Technical vocabu-
lary of the sciences according to interests of the class.

105 MYTHS OF THE GREEKS AND
ROMANS 3 US S
Major myths: nature, origins, interpretations, influ-
ence, relevance, and use in modern world. Under-
standing and appreciating use of classical mythology
in literature, art, and music.

Greek

111 and 112 FIRST YEAR CLASSICAL
GREEK 4 ea US

Latin

111 and 112 FIRST YEAR LATIN 4 ea US

115 INTERMEDIATE LATIN 4 US
LAT 112 or two yrs HS LAT or equiv.

116 VERGIL 4 US
LAT 115 or three yrs HS LAT.
Aeneid, Books I-VI.

201 and 202 SURVEY OF LATIN
LITERATURE 4 ea US
LAT 116 or three yrs HS LAT.

211 CICERO'S ESSAYS 3 US F
LAT 202.

212 PLAUTUS AND TERENCE 3 US S
LAT 202.

215 LATIN PROSE COMPOSITION 2 F
LAT 202.

226 ROMAN CIVILIZATION 2

231 OVID, METAMORPHOSES 3 US
LAT 202.

232 SELECTIONS FROM CAESAR'S
GALLIC WARS 3 US
LAT 202.

234 LIVY 3 US
LAT 202.

315 HORACE: ODES AND
EPODES 3 US S

316 ROMAN SATIRE 3 US

318 TACITUS 2 US

319 SELECTIONS FROM THE LETTERS
OF CICERO 2 US

320 SELECTIONS FROM THE LETTERS
OF PLINY 2 US

385 SELECTED STUDIES IN LATIN
LITERATURE 3 US

French

111 and 112 FIRST YEAR
FRENCH 4 ea US F, S

113 FRENCH CONVERSATIONAL
PRACTICE 2 US F, S
FR 112 or equiv.

114 FRENCH COMPOSITION
PRACTICE 2 US F, S
FR 112 or equiv.

115 and 116 SECOND YEAR
FRENCH 4 ea US F, S
FR 112 or two yrs HS FR.

203 FRENCH FOR THE ELEMENTARY
SCHOOL 3 F
FR 116, Clsd to Majors and Minors.

211 MODERN FRENCH
NOVEL 3 US F, S
FR 116.

216 MODERN FRENCH
DRAMA 3 US F, S
FR 116.

217 CIVILISATION FRANCAISE 3 F, S
FR 116.

- 221, 222, and 223 SURVEY OF FRENCH LITERATURE 3 ea US F, S
FR 116.
- 231 ADVANCED FRENCH COMPOSITION AND CONVERSATION 2 F, S
FR 116.
- 301 FRENCH ROMANTICISM 3 US S
FR 221, 222.
- 302 FRENCH CLASSICISM 3 US
FR 221, 222.
- 309 FRENCH PHONETICS 2 F, S
Two courses FR Lit.
- 316 FRENCH LITERATURE OF THE SIXTEENTH CENTURY 3 US S
Two courses FR Lit.
- 318 MOLIERE 3 US F
- 322 LE MOYEN AGE 3 US
- 332 FRENCH LYRIC POETRY 2 US
- 385 SELECTED STUDIES IN FRENCH LITERATURE 3 US S
- 401 TWENTIETH CENTURY AUTHORS 1900-1945 3 S
- 402 STYLISTICS 3 F
- 403 TWENTIETH CENTURY AUTHORS SINCE 1945 3
- 404 BALZAC 3
- 416 MONTAIGNE 3 F
- 418 LA FONTAINE 3
- 420 THE AGE OF ENLIGHTENMENT 3
- 421 HISTORY OF FRENCH LANGUAGE 3
- 430 REALISM AND NATURALISM 3
- 431 LE SYMOBISME ET LE PARNASSE 3 F
- 211 GERMAN NOVEL 3 US F
GER 116 or equiv.
- 213 INTERMEDIATE GERMAN COMPOSITION AND CONVERSATION 2 F, S
GER 113 and 116 or equiv.
- 214 GERMAN CONVERSATIONAL PRACTICE 2 F, S
GER 113 and 116 or equiv.
- 216 GERMAN DRAMA 3 US S
GER 116 or equiv.
- 217 GERMAN CULTURE AND CIVILIZATION 3 S
GER 116 or equiv.
- 218 GERMANY OF TODAY 3
GER 116 or equiv.
- 221 and 222 SURVEY OF GERMAN LITERATURE 3 ea US F, S
GER 116.
- 223 GERMAN PROSE OF THE TWENTIETH CENTURY 2 US
GER 116.
- 302 and 303 GOETHE AND SCHILLER 3 ea US F
Two crses beyond GER 116.
- 309 GERMAN PHONETICS 2 F
Two crses in GER Lit.
- 313 ADVANCED GERMAN COMPOSITION AND CONVERSATION 2
GER 213 or equiv.
- 318 GOETHE'S FAUST 3 US
Two crses beyond GER 116.
- 332 GERMAN LYRIC POETRY 2 US
- 385 SELECTED STUDIES IN GERMAN LITERATURE 3 US

German

- 111 and 112 FIRST YEAR GERMAN 4 ea US F, S
Cisd if had 113 except cons dept chm.
- 113 ELEMENTARY GERMAN COMPOSITION AND CONVERSATION 2 US F, S
GER 112 or equiv.
- 115 and 116 SECOND YEAR GERMAN 4 ea US F, S
GER 112 or two yrs HS GER.
- 118 SCIENTIFIC GERMAN 4 US
GER 115 or equiv.

Italian

- 111 and 112 FIRST YEAR ITALIAN 4 ea US

Portuguese

- 111 and 112 FIRST YEAR PORTUGUESE 4 ea US

Russian

- 111 and 112 FIRST YEAR RUSSIAN 4 ea US F, S

- 115 and 116 SECOND YEAR
RUSSIAN 4 ea US F, S
RUS 112 or two year HS Russian.
- 217 RUSSIAN CIVILIZATION 3 S
RUS 116.
- 221 and 222 READINGS IN RUSSIAN
LITERATURE 3 US
RUS 116.
- 231 RUSSIAN CONVERSATION AND
COMPOSITION 2 F
RUS 116.
- 285 SELECTED STUDIES IN RUSSIAN
LITERATURE 3 US F, S
- 290 ADVANCED RUSSIAN SYNTAX 3 S
One 200 level RUS crse, Jr or Sr standing and
cons inst.
- 242 SURVEY OF SPANISH-AMERICAN
LITERATURE 3 US S
SPA 116.
- 304 LA CIVILIZACION MEXICANA 4 2
- 309 SPANISH PHONETICS 3 S
- 310 SINTAXIS ESPANOLA 3 F
- 320 PROBLEMS IN THE TEACHING OF
SPANISH 2 F, S
- 331 SPANISH AMERICAN
LITERATURE 3 US F
SPA 116 or cons inst.
- 332 SPANISH AMERICAN
LITERATURE 3 US F, S
SPA 116 or cons inst.
- 335 MEXICAN LITERATURE 2 US
- 372 SPANISH DRAMA OF THE
SIGLO DE ORO 3 US S
Two crses SPA Lit.
- 385 SELECTED STUDIES IN SPANISH
LITERATURE 3 US S
- 411 SPANISH-AMERICAN NOVEL 3
- 421 HISTORY OF THE SPANISH
LANGUAGE 3 S
- 423 INTRODUCTION TO ROMANCE
LINGUISTICS 3
- 435 LEADERS IN SPANISH-AMERICAN
THOUGHT 3
- 441 LA POESIA HISPANOAMERICANA 3
- 463 SEMINAR IN SPANISH LITERATURE
BEFORE 1500 3
- 464 SEMINAR IN GOLDEN AGE
PROSE 3 F
- 466 THE PICAESQUE NOVEL 3
- 467 SEMINAR IN GOLDEN AGE
POETRY 3 S
- 468 LOPE DE VEGA AND HIS
PREDECESSORS 3
SPA 372.
- 469 THE THEATRE OF CALDERON AND
HIS CONTEMPORARIES 3
SPA 372.
- 470 DON QUIXOTE 3
- 484 SEMINAR IN CONTEMPORARY
SPANISH 3 F
- 111 and 112 FIRST YEAR
SPANISH 4 ea US F, S
Clsd if had 114 except cons dept chm.
- 114 SPANISH CONVERSATION 2 US F, S
SPA 112 or two years HS SPA.
- 115 SECOND YEAR SPANISH 4 US F, S
SPA 112 or two years HS SPA.
- 116 SECOND YEAR SPANISH 4 US F, S
SPA 115 or three years HS SPA.
- 203 SPANISH FOR THE ELEMENTARY
SCHOOL 3 S
SPA 116, prof test, clsd Maj and Min.
- 211 MODERN SPANISH NOVEL 3 US F, S
SPA 116.
- 216 MODERN SPANISH
DRAMA 3 US F, S
SPA 116.
- 217 CIVILIZACION ESPANOLA 2 F, S
SPA 116.
- 218 CIVILIZACION
HISPANOAMERICANA 2 F, S
SPA 116.
- 221 and 222 SURVEY OF SPANISH
LITERATURE 3 ea US F, S
SPA 116.
- 231 ADVANCED SPANISH COMPOSITION
AND CONVERSATION 2 F, S
SPA 116.

Geography-Geology

Chairman: John E. Trotter, 404 Schroeder Hall.

Professor:

Calef, Wesley C.	Ph.D., Chicago
Patterson, James E.	Ph.D., Illinois
Schmidt, Else A.	Ph.D., Munich, (Germany)
Shuman, Stanley	Ph.D., Illinois
Trotter, John E.	Ph.D., Chicago

Associate Professor:

Hart, Richard R.	Ph.D., Iowa
Mattingly, Paul F.	Ph.D., Pennsylvania State
Miller, E. Joan	Ph.D., North Carolina
Searight, Thomas K.	Ph.D., Illinois

Assistant Professor:

Aspbury, George F.	A.M., Michigan
Johnson, Eric S.	Ph.D., Kansas
Kirchner, James G.	Ph.D., Iowa
Modry, Southard M.	Ph.D., California (Los Angeles)

Neale, Charles A.	M.A., Cincinnati
Nelson, Robert S.	Ph.D., Iowa
Powell, Lanny C.	Ph.D., Illinois
Sublett, Michael D.	A.M., Missouri
Walters, William D.	M.A., Indiana

Instructor:

Clere, David R.	A.M., Indiana
Collison, John E.	M.S., Illinois State
Demma, August R.	A.M., Illinois
Everitt, John C.	Ph.D., California (Los Angeles)
Noonan, William R.	M.S., Illinois State

Geography

100 INTRODUCTION TO EARTH

SCIENCE 3 US F, S

Spatial distributions, associations, and processes of the natural environment: Landforms, climate, soils, vegetation.

110 WEATHER 2 US

F, S

Weather elements, processes, and types. Significance of these in weather observation, analysis, charting, and forecasting.

135 WORLD GEOGRAPHY 3 US F, S

Cultural regions and spatial distribution of peoples, languages, religions, economic activities and settlement patterns of the world.

150 ECONOMIC GEOGRAPHY 3 US F, S

Spatial distribution of a variety of activities related to production, exchange, and consumption of goods and services.

200 CLIMATE 2 US

F, S

GEO 110.

Climatic elements and controls. Classification of climates, climatic types and world climatic regions.

202 GEOGRAPHY OF SOILS 3 US S

The major soil groups: pedogenesis, characteristics, and classification. Distribution and importance of major soil groups in the world.

205 CONSERVATION OF NATURAL RESOURCES 3 US F, S

Field trips included.

Conservation of soil, water, forest, wildlife, mineral and recreational resources in the United States.

208 POLITICAL GEOGRAPHY 3 US S

Introduction to the field of political geography. Emphasis on spatial patterns of political activity.

210 HISTORICAL GEOGRAPHY 2 US F

Introduction to the field of historical geography with emphasis on analysis and reconstruction of past geographies.

215 GEOGRAPHY OF THE UNITED STATES 3 US F, S

Major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns.

220 GEOGRAPHY OF ILLINOIS 2 US F, S

Field trips included.

Physical environment and patterns of human occupation including agriculture, industry, transportation, and utilization of mineral resources.

225 GEOGRAPHY OF CANADA 3 US F

Natural regions, resources, economic activities, settlement patterns, interregional and international relations.

230 GEOGRAPHY OF LATIN AMERICA 3 US S

Regional analysis of the major political units; emphasis on physical, cultural, and economic characteristics.

240 GEOGRAPHY OF EUROPE 3 US

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions.

245 GEOGRAPHY OF THE SOVIET UNION 3 US F

Physical resource patterns and their significance to industrial, agricultural land use, general economic, and political development.

250 GEOGRAPHY OF AFRICA 3 US F

Regional study of Africa. Patterns of society as related to the natural environment.

255 GEOGRAPHY OF ASIA 3 US

Countries, regions, and peoples of Asia. Selected regions, specific localities, and special problems.

260 GEOGRAPHY OF AUSTRALIA AND

THE PACIFIC 3 US F

Patterns of the natural environment and man's historical, economic, and political development in Australia, New Zealand, Micronesia, Melanesia, and Polynesia.

300 CARTOGRAPHY AND GRAPHICS 3 F, S

Graphic representation of statistical data, including compilation and preparation of various types of maps and graphs.

305 AERIAL PHOTOGRAPH

INTERPRETATION 3 S

Basic principles of photogrammetry and techniques and applications of aerial photograph interpretation.

306 REGIONAL AND AREA

STUDIES 1-9 US

Cons inst. Usually given cooperatively with other depts.

Intensive study of particular lands, environments, cultures, and peoples.

308 QUANTITATIVE METHODS IN

GEOGRAPHY 3 F

Use and interpretation of basic statistical techniques in geographical problems.

310 TECHNIQUES OF FIELD WORK 3 F

Field trips required.

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes; original study and mapping.

315 METHODS AND CONCEPTS IN

AMERICAN GEOGRAPHY 2 F, S

Selected professional publications, designed to acquaint the student with the development of basic concepts and methods in American Geography.

320 RURAL LAND USE AND AGRICULTURAL

GEOGRAPHY 3 US

GEO 150 or cons inst.

Spatial aspects of agriculture: regionalization, distribution, and theories of location relating to crop and livestock production and other rural land uses.

325 WORLD POPULATION AND

RESOURCES 3 US S

GEO 150, 205 or cons inst.

Population growth and resource distribution and their impacts on national policy, levels of living, food supply, and educational levels.

330 GEOGRAPHY OF

TRANSPORTATION 3 US S

GEO 150 or cons inst.

Geographic analysis of systems of spatial interaction including influence of transportation on industrial location and regional development.

335 INDUSTRIAL GEOGRAPHY 3 US F

GEO 150 or cons inst.

Distribution and locational factors influencing distribution of American industries. Relationships of American industries to world industrial patterns.

336 URBAN GEOGRAPHY 3 F

Internal morphology, external relationships, and other spatial aspects of cities.

337 HISTORICAL GEOGRAPHY OF THE

UNITED STATES 3 S

Geography of the exploration and initial settlement of the United States, including development of distinctive regional patterns.

338 CULTURAL GEOGRAPHY 3

GEO 135 or cons inst.

Cultural processes whereby man, the organizer of space, leaves his imprint on the earth's surface.

340 PROBLEMS IN CLIMATOLOGY 3

GEO 200 or cons inst.

Investigation of specific problems in climatology.

345 PROBLEMS IN CONSERVATION AND

OUTDOOR RECREATION 3 US S

GEO 205 or cons inst.

Investigation of specific problems in conservation and resource use including outdoor recreational resources.

365 GEOGRAPHIC MATERIALS IN

EDUCATION 3

Role of maps, globes, and other aids in teaching geography.

401 ADVANCED CARTOGRAPHY 3

GEO 300.

Techniques of cartographic presentation. Compilation and construction of maps and diagrams for research and teaching.

410 GEOGRAPHY OF DISCOVERY AND

EXPLORATION 2

Contributions made by discovery and exploration to the geographical knowledge of the world from ancient to early modern times.

412 ADVANCED CULTURAL

GEOGRAPHY 3

GEO 338 or cons inst.

Forms and processes of man's occupancy and use of his habitat within cultural regions. Cultural origins, cultural dispersals and cultural landscapes.

415 ADVANCED URBAN GEOGRAPHY 3 S

GEO 336 or cons inst.

Spatial aspects of urban development. Focus on urban morphology, and external relationships.

420 PHYSIOGRAPHY OF NORTH

AMERICA 3 F

GEO 175 or cons inst. Field trip required.

Physiographic regions of North America. Development of surface features of each area as a background for present geographic patterns of that region.

425 GLACIOLOGY AND PLEISTOCENE

HISTORY 3

GEO 175 or cons inst.

Formation, movement, and landforms resulting from glaciers. Effects of the Pleistocene Epoch on landscape development.

430 GEOGRAPHY OF LATIN AMERICA 3
Emphasis upon settlement patterns, resources and interregional relations.

435 GEOGRAPHY OF WESTERN EUROPE 3 S
Regional and economic development of Europe: resource, industrial, agricultural, and population patterns.

440 MEDITERRANEAN LANDS 3
Regional survey of the physical, cultural, and economic aspects of southern Europe, the Levant, and North Africa.

445 GEOGRAPHY OF THE MIDDLE EAST 3
Survey of the lands and peoples of southern and southwestern Asia. Resource and population patterns of regional and political units.

450 GEOGRAPHY OF THE FAR EAST 3
Lands and peoples of eastern Asia, with emphasis on China and Japan. International, national, and regional characteristics and problems.

470 SEMINAR IN REGIONAL GEOGRAPHY 3
Advanced standing in GEO or cons inst.

471 SEMINAR ECONOMIC-RESOURCE GEOGRAPHY 3
GEO 150 or 205 or cons inst.

472 SEMINAR IN PHYSICAL GEOGRAPHY
Cons inst.

473 SEMINAR IN HUMAN GEOGRAPHY
Cons inst.

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN GEOGRAPHY 3
See EDU 491.

497 RESEARCH SEMINAR 1-6 F
Must be taken by first year graduate students unless the department requires Education 475. May be repeated.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Geology

175 PHYSICAL GEOLOGY 4 US F, S
Lecture and laboratory.
Origin and types of earth materials, internal and external earth processes and development of landscapes.

180 HISTORICAL GEOLOGY 4 US F
Lecture and laboratory; Field trip required.
Origin and evolution of the earth as interpreted from rock sequences, fossils, and geologic maps; emphasis on geologic principles.

185 COMMON ROCKS AND MINERALS 2 US F, S
Not open to geology majors or persons who have taken GEO 175. Lecture and laboratory.
Genesis, description, classification, and identification of common rocks and minerals.

275 LIFE OF THE GEOLOGIC PAST 2 US F, S
Not open to Geology majors.
Origin, classification and evolution of life from early forms to modern types.

280 MINERALOGY 4 F
GEO 175. Lecture and laboratory.
Crystallography, internal structure, chemistry, recognition and occurrence of minerals.

285 PETROLOGY 3 S
GEO 280 or cons inst. Lecture and laboratory.
Field trip required.
Description, classification and origin of igneous, sedimentary and metamorphic rocks.

290 STRUCTURAL GEOLOGY 4 F
GEO 180. Lecture, laboratory and field work.
Mechanics and processes of deformation of the earth's crust and the resulting structures.

295 SEDIMENTATION 3 F
GEO 180 or cons inst. Lecture and laboratory.
Field trip required.
Origin, transportation, deposition and diagenesis of sedimentary materials.

296 STRATIGRAPHY 3 S
GEO 295. Lecture and laboratory. Field trip required.
Distribution, correlation and analysis of stratified rocks.

375 ECONOMIC GEOLOGY 3 S
GEO 175 or cons inst.
Earth materials of economic importance. Characteristics and uses of common metallic and nonmetallic minerals and rocks.

380 GEOMORPHOLOGY 3 S
GEO 175 or cons inst.
Origin, classification, description and interpretation of land forms.

385 INVERTEBRATE PALEONTOLOGY 4 S
GEO 180 or 275 and BSC 190 or cons inst. Lecture and laboratory; Field trip required.
Description, taxonomy and evolution of major-fossil invertebrate phyla; emphasis on groups with paleoecologic and stratigraphic significance.

391 OPTICAL MINERALOGY AND PETROGRAPHY 4 F
GEO 280 and 285. Lecture and laboratory.
Principles and techniques of petrographic microscopy in identification, description and classification of minerals and rocks.

Health, Physical Education and Recreation

Chairperson: Phebe M. Scott, 101 McCormick Hall.

Professor:

Collie, James E.	P.E.D., Indiana
Crafts, Virginia R.	Ed.D., Columbia
Dohrmann, Paul F.	Ph.D., Iowa
Gillett, Arley F.	P.E.D., Indiana
Hall, Barbara C.	Ed.D., Columbia
Jones, Margaret L.	Ph.D., Wisconsin
Keough, Betty J.	Ph.D., Iowa
Mabry, G. Laurene	Ph.D., Iowa
McAdam, Robert E.	Ph.D., Illinois
Scott, Phebe M.	Ph.D., Iowa
Smith, Gwen K.	Ph.D., Iowa
Truex, Wayne O.	Ed.D., Utah
Weisbecker, Milton E.	Ed.D., Syracuse
Workman, Donna Jo	Ph.D., Iowa

Associate Professor:

Bass, Buford H.	Ed.D., Louisiana State
Bitcon, Lawrence E.	Ed.D., Arkansas
Cruse, L. Dale	Ed.D., Southern Mississippi
Girardi, George	P.E.D., Indiana
Higgins, Lynne P.	Ph.D., Iowa
Imel, E. Carmen	Ph.D., Iowa
Koehler, Robert W.	Ed.D., Utah
Liverman, Robert D.	Ph.D., Illinois
Metcalfe, Robert L.	P.E.D., Indiana
Scott, Jimmy D.	Ed.D., Missouri
Tcheng, Tse-Kia	Ph.D., Iowa
Wilson, Beverly D.	Ph.D., Ohio State

Assistant Professor:

Abshire, Ellen M.	M.S., Indiana
Chiodo, Frank T.	M.S. in Ed., Illinois State
Crews, Warren S.	M.S. in Ed., Illinois State
Deighton, Nancy H.	M. Ed. in P.E., Oklahoma
Engberg, Edna	M.Ed., Michigan
Foster, E. Gooch	P.E.D., Indiana
Fred, Keith M.	Ed.D., Southern Mississippi
Greenlee, Geraldine A.	Ph.D., Oregon
Harris, Archibald	M.A., Iowa
Hellweg, Dolores A.	Ph.D., Wisconsin
Henderson, Doris E.	M.A., Northwestern
Kauth, William O.	M.S., Indiana State
Koch, Gerda E.	M.A., Iowa
Pankonin, Mariejean C.	M.S., North Carolina (Greensboro)

Quisenberry, Dorothy J.	Ph.D., Ohio State
Sorrells, Linda M.	M.S., Illinois
Steele, J. Russell	M.S. in Ed., Illinois State
Stephens, Myrna L.	M.S. in P.E., North Carolina (Greensboro)
Stoddard, Alma	M.P.E., Nebraska
Strand, Kenneth H.	M.A., Iowa
Vanderbeck, Edna R.	M.S., Illinois State
Wang, Peter Y.	Ph.D., New Mexico
Weith, Alan W.	M.S. in Ed., Eastern Illinois
Weller, Roger B.	M.S. in Ed., Illinois State
Wennerstrom, J. June	M.S. in Ed., Illinois State

Instructor:

Buchanan, Duane P.	M.S., Illinois State
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Butterworth, Robert T.

M.E., East Stroudsburg State College	
Chapman, Nancy L.	M.A., Ohio State
Davis, Wilbert D.	M.A. in Ed., Eastern Kentucky
Foster, Beverly J.	M.A., Minnesota
Hutchison, Jill M.	M.S., Illinois State
Kief, Robert W.	M.S., Illinois State
Korando, Catherine A.	

Morton, Joyce L.	M.Ed., Colorado State
Podesta, Raymond L.	M.S., Illinois State
Winterholter, Larry E.	M.S., Illinois State

Lecturer:

Polacek, Jerry J.	M.S., Illinois State
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Faculty Assistant:

Quane, Sue H.	B.S. in P.Ed., Indiana
Russell, L. Eloise	B.S., Alabama

The program offers classes for men only, for women only, and for men and women (co-educational). These are indicated in the following sections.

Courses in Health and Physical Education

University Studies

COURSES FOR MEN ONLY

100 ADAPTED RECREATIONAL ACTIVITIES	1/2	US	S
Health Service approval required.			
For those not able to take other listed activity courses.			
101 ARCHERY I	1/2	US	S
102 BADMINTON I	1/2	US	F, S
103 BASKETBALL	1/2	US	F, S
104 WATER POLO I	1/2	US	
105 WATER POLO II	1/2	US	
HPE 104.			
106 GOLF I	1/2	US	F, S
107 GOLF II	1/2	US	F, S
HPE 106.			
111 SOFTBALL I	1/2	US	
112 SOCCER I	1/2	US	
113 TENNIS I	1/2	US	F, S
114 TENNIS II	1/2	US	S
HPE 113.			
115 TOUCH FOOTBALL I	1/2	US	
116 VOLLEYBALL I	1/2	US	F, S

117 WEIGHT LIFTING I	½	US	F, S
118 WRESTLING I	½	US	
119 WRESTLING II	½	US	
HPE 118.			
127 SWIMMING I	½	US	F, S
128 SWIMMING II	½	US	
HPE 127.			
129 SWIMMING III	½	US	
HPE 128.			
130 SWIMMING IV	½	US	
HPE 129.			
135 DIVING I	½	US	
HPE 127.			
136 DIVING II	½	US	
HPE 135.			

COURSES FOR WOMEN ONLY

100 ARCHERY I	½	US	F, S
100.02 ARCHERY II	½	US	
101 BADMINTON I	½	US	F, S
101.02 BADMINTON II	½	US	F, S
102 BASKETBALL I	½	US	F
102.02 BASKETBALL II	½	US	F, S
Major or Minor.			
103 BILLIARDS I	½	US	F, S
Charge assessed to each student enrolled.			
103.02 BILLIARDS II	½	US	
Charge assessed to each student enrolled.			
104 BODY MECHANICS I	½	US	F, S
104.02 BODY MECHANICS II	½	US	
105 BOWLING I	½	US	F, S
Charge assessed to each student enrolled.			
105.02 BOWLING II	½	US	
Charge assessed to each student enrolled.			
106 CAMPCRAFT I	½	US	F, S
107 COMPETITIVE SWIMMING	½	US	
108 FENCING I	½	US	S
108.02 FENCING II	½	US	
109 FIELD HOCKEY I	½	US	F
Major or Minor.			
110 FIGURE SKATING I	½	US	
Charge assessed to each student enrolled.			

110.02 FIGURE SKATING II	½	US	
Charge assessed to each student enrolled.			
111 GOLF I	½	US	F, S
111.02 GOLF II	½	US	
112 GYMNASTICS I	½	US	F
Not open to students with credit in HPE 139.			
112.02 GYMNASTICS II	½	US	
Not open to students with credit in 139.			
113 MOVEMENT SKILLS I	½	US	
114 RECREATIONAL GAMES I	½	US	F, S
115 RHYTHMIC GYMNASTICS I	½	US	
116 SOFTBALL I	½	US	
Major or Minor.			
116.02 SOFTBALL II	½	US	S
Major or Minor.			
117 SPEEDBALL I	½	US	F
Major or Minor.			
118 SPRINGBOARD DIVING I	½	US	
118.02 SPRINGBOARD DIVING II	½	US	
119 TENNIS I	½	US	F, S
119.02 TENNIS II	½	US	F
126 TRACK AND FIELD I	½		S
Major or Minor.			
127 SWIMMING I	1	US	F, S
Instruction in adjustment skills and basic techniques of safety and swimming.			
128 SWIMMING II	1	US	F, S
For advanced beginners and low intermediates.			
129 SWIMMING III	1	US	F, S
For deep water swimmers to develop and refine aquatic skills.			
130 SWIMMING IV	1	US	F
For the swimmer to refine basic strokes and an introduction to competitive swimming.			
133 SELECTED ACTIVITIES	½-1	US	F, S
Selected beginning and/or intermediate activities offered as experimental programs.			
135 TRAMPOLINE AND TUMBLING	½	US	S
Not open to students with credit in HPE 139.			
136 VOLLEYBALL I	½	US	F, S
136.02 VOLLEYBALL II	½	US	F, S

- 139 GYMNASTICS I 1 US F, S
Not open to students with credit in HPE 112,
112.02 or 135. Majors or Minors.

COURSES FOR MEN AND WOMEN
(CO-EDUCATIONAL)

- 100 ARCHERY II ½ US
105.02 FENCING II ½ US
107 GYMNASTICS I ½ US F, S
108 GYMNASTICS II ½ US F, S
HPE 107.
109 SAILING I ½ US
Ability to swim in deep water.
110 SAILING II ½ US
HPE 109.
111.02 GOLF II ½ US F, S
112 SCUBA DIVING I ½ US F, S
113 SCUBA DIVING II ½ US
HPE 112
114 CANOEING I ½ US F, S
Ability to swim in deep water.
115 CANOEING II ½ US
HPE 114.
120 SOCIAL, SQUARE AND
FOLK DANCING 1 US F, S
121 INTERMEDIATE SQUARE AND
ROUND DANCE 1 US F, S
HPE 120.
122 INTERMEDIATE SOCIAL AND
FOLK DANCE 1 US F, S
HPE 120.
123 MODERN DANCE I 1 US F, S
124 MODERN DANCE II 1 US F, S
HPE 123.
125 DANCE COMPOSITION 1 US S
HPE 124.

Experience in several forms of group and individual composition in dance.

- 131 SENIOR LIFE SAVING 1 US F, S
American Red Cross Swimmers or Advanced
Swimmers skill level.

For highly skilled swimmers to learn special skills
of life saving and water safety procedures.

- 132 WATER SAFETY INSTRUCTORS
COURSE 1 US F, S
Current American Red Cross Senior Life Sav-
ing Certificate.

Class teaching procedures and analysis of swimming
skills according to American Red Cross standards.

- 134 AQUATIC ART 1 US
HPE 129 or American Red Cross Swimmer skill
level.

Specialized skills in synchronized swimming strokes
and aquatic stunts and figures.

- 134.02 AQUATIC COMPOSITION 1 US
Opportunity for experiences in group and individual
composition in the aquatic medium with emphasis on
techniques of production.

Courses in Health and Physical Education

Professional

MEN ONLY

- 151 FOUNDATIONS IN ELEMENTARY
AND SECONDARY ACTIVITIES 2 F
152 PHYSICAL EDUCATION
ACTIVITIES II 2 S
153 PHYSICAL EDUCATION
ACTIVITIES III 2 F
154 PHYSICAL EDUCATION
ACTIVITIES IV 2 S
201 SPORTS OFFICIATING I 2 F
202 SPORTS OFFICIATING II 2
HPE 201.
208 ORGANIZATION AND
ADMINISTRATION OF INTRAMURAL
SPORTS 3 F
210 BASEBALL COACHING 3 F, S
211 BASKETBALL COACHING 3 F, S
212 FOOTBALL COACHING 3 F
213 TRACK AND FIELD COACHING 3 S
214 WRESTLING COACHING 3 F

WOMEN ONLY

- 137 TEACHING OF ACTIVITIES 1 F, S
Open only to major and minor students in Phys-
ical Education and Dance.

Introduction to teaching of physical education activi-
ties. Includes laboratory experience involving ob-
servation, participation, and teaching.

- 138 MOVEMENT SKILLS 1 F
Open only to majors and minors in Physical Edu-
cation and Dance.

Basic concepts of movement behavior. Analysis and
application of principles of human movement to phys-
ical education activities.

- 159 OFFICIATING ½ F, S
May be repeated to total two hours.

Instruction, practice and examination of officiating
or judging techniques within specific activity desig-

nated by the student. Activities offered first semester: Basketball, fencing, badminton, hockey and swimming. Second semester officiating opportunities include: Volleyball, track and field, softball, gymnastics, and tennis.

**192 METHODS AND MATERIALS IN
PHYSICAL ACTIVITIES 3**

Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for untrained teacher in physical education.

**235-236 PARTICIPATION IN TEACHING
TECHNIQUES 1 ea.**

F, S

HPE 137. Open only to majors and minors in Physical Education and Dance.

Professional laboratory experiences involving observation, participation, and teaching with elementary and high school students.

MEN AND WOMEN (CO-EDUCATIONAL)

**160 FUNDAMENTALS OF
MOVEMENT 1**

F, S

Open only to students enrolled in EED Core I.

Analysis of fundamental movements and complex skills; rhythmic elements as related to movement activities.

**171 TECHNIQUES IN SOCIAL
RECREATION 2**

Leadership skills in social recreation, conducting activities; developing programs for various social events. Programs for organizations and professional groups in a variety of settings.

172 CAMP LEADERSHIP 2

S

Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.

**173 INTRODUCTION TO
RECREATION 3**

US

F, S

Background, development, scope, and present status of recreation. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. Methods of organizing and conducting group activities.

**174 SCHOOL-COMMUNITY
RECREATION 3**

Special problems in development of school and community recreation. Practical work with activities and leisure pursuits. Planning and conducting recreation.

180 FIRST AID 2

US

F, S

Accident prevention and action to be taken in cases of accident and sudden illness in the home, school, and community. Students successfully completing this course will receive standard and advanced Red Cross certificates.

**181 ANATOMY AND
PHYSIOLOGY 3**

US

F, S

Gross structure and physiology of the human body; particular attention to the skeletal and muscular systems.

**182 ANATOMY AND
PHYSIOLOGY 3**

US

F, S

Emphasis on the nervous, circulatory, respiratory and digestive systems.

209 SPORTS SAFETY 3

Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.

**221 PHYSICAL EDUCATION FOR
ELEMENTARY SCHOOLS 3**

F, S

Not open to Physical Education and Dance majors and minors.

Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory experiences in activities.

**222 PHYSICAL EDUCATION FOR
ELEMENTARY CLASSROOM
TEACHER 2**

F, S

Not open to Physical Education and Dance majors and minors.

Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory experiences in activities.

**223 PHYSICAL EDUCATION
FOR UPPER GRADES 2**

Not open to students with credit in HPE 222.

Factors essential to program planning in physical education in grades five through eight.

**224 MOVEMENT EXPERIENCES
FOR CHILDREN 3**

HPE 221 or 222.

S

Development of a basic movement approach to teaching elementary physical education. Problem solving as method of teaching. Skills, knowledge and concepts underlying traditional activities.

**225 MOTOR DEVELOPMENT
OF CHILDREN 3**

US

F

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

230 ADMINISTRATION OF AQUATICS 2

Organization and administration of instructional, recreational, and competitive aquatic programs. Personnel selection, training, facility management.

242 PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION 2 F, S

Basic biological, sociological and psychological facts and principles underlying health and physical education.

250 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND ATHLETICS 2 F, S

Current trends and issues affecting the fields of physical education and athletics.

270 COMMUNITY SPORTS ORGANIZATION 3

Purposes, objectives, organization and administration of team and individual sports; their role in community recreation.

271 RECREATIONAL LEADERSHIP 2

Theories, principles, practices and dynamics of leadership and their relationship to techniques and methods of working with individuals and groups in recreation settings.

280 INSTRUCTOR'S FIRST AID 2 S
Advanced Red Cross First Aid Certificate.

Methods and materials for teachers of first aid and accident prevention. Steps to be taken in case of accident or sudden illness in the home, school and community.

282 KINESIOLOGY 3 F, S
HPE 181.

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

304 TEACHING OF SPORTS 3 F

Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application of research.

321 CURRENT TRENDS IN ELEMENTARY PHYSICAL EDUCATION 3 S
HPE 221 or 222.

Conceptual approach to teaching elementary physical education; integration of physical education with classroom subjects; evaluation of children's performance.

340 HISTORY OF PHYSICAL EDUCATION 3 US S

Relationship, from ancient to contemporary times, of physical education to economic, political, social, education and religious factors.

341 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION 3 F, S

Administration and program development of health education and physical education in elementary and secondary schools.

347 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION 3 F, S

Analysis of motor performance, using objective tests, subjective ratings, and achievement tests. Construction and evaluation of knowledge tests. Use of statistical concepts for interpreting test scores.

349 APPLIED MOTOR LEARNING 3 F
Perceptual-motor development and performance. Application of research, learning theories and assessment tools; maturational, perceptual and performance factors.

351 EXERCISE PHYSIOLOGY 3 F
HPE 182.

Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.

370 RECREATION FOR SPECIAL POPULATIONS 3

Materials for leadership techniques for conducting recreation for special groups, including mental and physically handicapped, aged, juvenile delinquents, armed forces, prisons, and hospitals.

372 CAMP EXPERIENCE WITH PHYSICALLY HANDICAPPED 3
Cons chm SED and chm HPE. May be repeated.

Counseling experience in a summer camp for physically handicapped children. Conferences on planning of daily activities, equipment and general program.

373 WORKSHOP IN RECREATION AND CAMPING 3

Preparation of materials in crafts, music, story telling, dramatics, games and sports, with cooperative work among various departments and organizations.

374 OUTDOOR RECREATION-EDUCATION 3

Recreational use of parks and forests. Principles and policies underlying school related programs and materials in outdoor education.

383 BODY MECHANICS AND CORRECTIVE PROCEDURES 2 F, S
HPE 282.

Methods, materials, and activities appropriate for body mechanics and adapted physical education program in elementary and secondary schools.

384 PREVENTION AND INITIAL CARE OF INJURIES 3 F
HPE 182 or cons inst.

Responsibilities, qualifications and limitations of a trainer-coach, conditioning as a preventive measure and selected injuries, taping and treatment modalities.

385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F, S
HPE 282. Also offered as BSC 385. Lecture and laboratory.

Identification and treatment of physical defects of handicapped children; special services, equipment and procedures for school programs.

386 PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN 2 F

HPE 383 or PSY 346 and 2-3 hrs from HPE 221, 222, 224, or 321. For teachers of HPE and exceptional children.

Materials and methods for planning and conducting programs for handicapped children and adolescents.

387 TREATMENT OF ATHLETIC INJURIES 3 S

HPE 384 or cons inst.

Selected prevention and care items; concentrated work on therapeutic modalities, ergogenic aids and reconditioning exercises.

Professional Courses

Dance Education

MEN AND WOMEN (CO-EDUCATIONAL)

162 DANCE FOR THE ELEMENTARY SCHOOL 2 F, S

Rhythmic elements, patterns, skill in teaching creative rhythmic activities for elementary school children.

163 NOTATION I 1 US F

HPE 123. Conc reg in HPE 124 rec.

Fundamentals of Labanotation which will permit the beginner to record individual steps and arm movements used in human movement.

164 NOTATION II 1 US

HPE 163.

Notation of subtleties of movement and recording of both individual and group movement patterns.

261 DANCE FORM AND STYLE I 1 US F

HPE 124.

Preclassic and classic form and style.

262 DANCE FORM AND STYLE II 1 US S

HPE 124.

Ethnic and Jazz form and style.

360 THE TEACHING OF DANCE 2 F, S

Teaching methods in modern and folk dance forms: selection, progression, and development of dance materials in the secondary school.

361 HISTORY OF DANCE I 2 US F

History and development of dance as a social and cultural medium from primitive times through nineteenth century.

362 PRINCIPLES OF PERFORMANCE 3 US S

Principles governing public performance in physical education, dance, aquatics, gymnastics. Survey of costuming, lighting, accompaniment, and related problems in production.

363 HISTORY OF DANCE II 2 US S

History and development of dance in the twentieth century. Approaches, styles, and contributions of leading dance personalities.

364 MUSICAL ANALYSIS FOR DANCE ACCOMPANIMENT 2 F

Basic principles of accompanying modern dance; selection of appropriate music for use with folk, social and theatre forms of dance.

365 TEACHING OF THE FOLK FORMS OF DANCE 2

Previous experience in the social forms of dance (social, square, folk) or cons inst.

Methods of teaching folk and social dance forms in the secondary school, college, and recreational situation.

367 PROBLEMS IN DANCE 2 F

Current problems in teaching and administration of dance curricula; supervision of recreational and performing dance groups.

368 PRACTICUM IN COMPOSITION 2

Previous experience in modern dance.

Progressive experiences in individual and group composition; in design, rhythm and dynamics, in various approaches to choreography.

369 DANCE FOR CHILDREN 2

HPE 162, 221 or 222.

Methods and materials in traditional and creative activities; movement explorations for tumbling and gymnastics; interrelationships of dance with other arts.

Graduate Courses

403 PROBLEMS IN ADMINISTRATION OF SPORTS 3 F, S

Analysis of problems confronting the physical education director in conducting sports programs; national, state and local control problems are emphasized.

424 SUPERVISION OF PHYSICAL EDUCATION 2 F

Supervisory techniques for elementary and secondary physical education, in-service experiences for teachers; relationships with teachers, administrators and community.

442 PHILOSOPHY OF PHYSICAL EDUCATION 3 S

Philosophical bases of physical education in historical perspective and in American culture; implications for purposes, programs and methodology.

443 PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION 3 S

Current problems in the fields as they affect programs and teachers; individual and group solution of selected problems.

447 EVALUATION IN PHYSICAL EDUCATION 3 F

HPE 347 or equiv.

Methods for testing and evaluating in school situations; interpreting data and understanding statistics in research.

448 CURRENT RESEARCH IN HPER 2 S

HPE 497.

Review and critical analysis of selected research studies.

460 SEMINAR IN DANCE 2

469 **MOVEMENT PHENOMENOLOGY
AND PERCEPTION** 3
HPE 282.

Phenomenon of human movement, perceptual movement relationships, communication, theories of motion and muscular movement and movement behavior.

472 **CAMPING ADMINISTRATION** 3 S
Functions and principles of camp administration in organizational and private camps.

475 **ORGANIZATION AND
ADMINISTRATION OF
RECREATION** 3 F
Materials and information for conducting town, community or school recreation programs.

481 **WORK METABOLISM** 3 S
HPE 351 or cons inst.
Metabolic changes that occur during exercise stress in physical education and sports activities.

482 **MECHANICAL ANALYSIS
OF MOVEMENT** 2
Principles of physics applied to movement, analysis

of positions and locomotions, muscular and mechanical analysis of selected skills.

483 **ADVANCED CORRECTIVE
PROCEDURES** 2 S
HPE 383.

Screening and evaluative techniques; applying exercise physiology; individualizing health, exercise and rest programs; administering adapted and corrective programs (school, college).

491 **INTERNSHIP-SEMINAR IN COLLEGE
TRAINING IN HEALTH
AND PHYSICAL EDUCATION** 3 F, S
See EDU 491.

497 **INTRODUCTION TO RESEARCH** 3 F
Research methodology, including use of library; problem selection, research techniques and application of statistics to research designs.

499 **INDEPENDENT RESEARCH FOR
THE MASTER'S THESIS** 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

History

Chairman: Earl A. Reitan, 334 Schroeder Hall.

Professor:

Champagne, Roger J.	Ph.D., Wisconsin
Grabill, Joseph L.	Ph.D., Indiana
Helgeson, Arlan C.	Ph.D., Wisconsin
Homan, Gerlof D.	Ph.D., Kansas
Plummer, Mark A.	Ph.D., Kansas
Reitan, Earl A.	Ph.D., Illinois
Sands, Theodore	Ph.D., Wisconsin
Schapsmeier, Edward L.	Ph.D., Southern California

Associate Professor:

Gray, Charles E., Jr.	Ed.D., Illinois
Holsinger, M. Paul	Ph.D., Denver
Kohlmeyer, Frederick W.	Ph.D., Minnesota
Sessions, Kyle C.	Ph.D., Ohio State
Simms, L. Moody	Ph.D., Virginia
Walker, Lawrence D.	Ph.D., California (Berkeley)

Assistant Professor:

Astolfi, Douglas M.	Ph.D., Northern Illinois
Austensen, Roy A.	Ph.D., Illinois
Bennetts, David P.	Ph.D., Illinois
Blayney, Michael S.	Ph.D., Washington State
Bolton, Sidney C.	M.A., Wisconsin
Cohen, Ira	Ph.D., New York
Davis, Donald E.	Ph.D., Indiana
Ekberg, Carl J.	Ph.D., Rutgers
Freed, John B.	Ph.D., Princeton
Haddad, William W.	Ph.D., Ohio State
Holt, Niles R.	Ph.D., Yale
Lewis, Marcia K.	M.A., Iowa
MacDonald, David J.	Ph.D., Minnesota
Rayfield, Jo Ann	Ph.D., Vanderbilt

Toy, Eckard V.	Ph.D., Oregon
Whalen, John O. Louis	M.A., Kansas
Wyman, Walker D.	Ph.D., Washington

Instructor:

Harmon, Sandra D.	M.A., Illinois State
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Lecturer:

Savage, William	B.S., Illinois
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Faculty Assistant:

Poe, Betty B.	B.A. in Ed., East Central State College (Oklahoma)
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The department offers proficiency examinations by which students may earn credit in History of the United States 135 or 136. Credits earned by proficiency examination in History 135 or 136 apply to meeting University and departmental requirements and the state certification requirement in United States History. The department will furnish instructions and study aids to students preparing to take a proficiency examination. For the date, time, and place of proficiency examinations, ask at the department office.

121 **HISTORY OF WESTERN
CIVILIZATION TO 1300** 3 US F, S

123 **HISTORY OF MODERN
EUROPE I 1300-1815** 3 US F, S

124 **HISTORY OF MODERN EUROPE II,
1815-PRESENT** 3 US F, S

125 **HISTORY OF ASIAN
CIVILIZATIONS** 3 US F, S

- 126 HISTORY OF THE MIDDLE EAST AND AFRICA 3 US F, S
- 135 HISTORY OF THE UNITED STATES TO 1865 3 US F, S
Cld if had HIS 137.
- 136 HISTORY OF THE UNITED STATES SINCE 1865 3 US F, S
Cld if had HIS 137.
- 137 THE AMERICAN EXPERIENCE 3 US F, S
Cld if had HIS 135 or 136.
Primarily for University Studies.
- 220 ANCIENT HISTORY: GREECE 3 US F
- 221 ANCIENT HISTORY: ROME 3 US S
- 222 THE MIDDLE AGES I, 395-1100 3 US F
- 223 THE MIDDLE AGES II, 110-1500 3 US S
- 224 THE RENAISSANCE: EUROPE, 1300-1500 3 US F
- 225 THE REFORMATION: EUROPE, 1500-1600 3 US S
- 226 THE OLD REGIME: EUROPE, 1600-1789 3 US S
- 228 EUROPE IN THE NINETEENTH CENTURY, 1815-1914 3 US F
- 229 EUROPE IN THE TWENTIETH CENTURY 3 US F, S
- 231 ENGLISH HISTORY I: TO 1689 3 US S
- 232 ENGLISH HISTORY II: SINCE 1689 3 US S
- 233 HISTORY OF RUSSIA I: TO 1801 3 US F
- 234 HISTORY OF RUSSIA II: SINCE 1801 3 US
- 235 FRENCH HISTORY I: TO 1789 3 US F
- 236 FRENCH HISTORY II: 1789-PRESENT 3 US S
- 237 MODERN GERMANY, 1848-PRESENT 3 US
- 239 EUROPEAN ECONOMIC HISTORY 3 US S
- 241 COLONIAL LIFE AND INSTITUTIONS 3 US S
- 243 BUILDING THE NATION, 1787-1815 3 US F, S
- 244 THE AGE OF JACKSON, 1815-1848 3 US S
- 246 CIVIL WAR AND RECONSTRUCTION, 1848-1877 3 US F, S
- 248 UNITED STATES AND THE TWENTIETH CENTURY I 3 US F, S
- 249 UNITED STATES AND THE TWENTIETH CENTURY II 3 US F, S
- 251 HISTORY OF AMERICAN DIPLOMACY I: TO 1898 3 US F
- 252 HISTORY OF AMERICAN DIPLOMACY II: SINCE 1898 3 US F
- 253 CONSTITUTIONAL HISTORY OF THE UNITED STATES I: TO 1865 3 US S
- 254 CONSTITUTIONAL HISTORY OF THE UNITED STATES II: SINCE 1865 3 US S
- 255 HISTORY OF THE AMERICAN FRONTIER 3 US F, S
- 256 AMERICAN BUSINESS HISTORY 3 US S
- 257 AFRO-AMERICAN HISTORY I 3 US S
- 258 AFRO-AMERICAN HISTORY II 3 US S
- 259 HISTORY OF ILLINOIS 3 US
- 260 HISTORY OF CANADA SINCE 1763 3 US
- 261 HISTORY OF LATIN AMERICA I: TO 1810 3 US F
- 262 HISTORY OF LATIN AMERICA II: SINCE 1810 3 US S
- 271 HISTORY OF THE MIDDLE EAST I: TO 1600 3 US F
SINCE 1600 3 US S
- 272 HISTORY OF THE MIDDLE EAST II:
- 273 HISTORY OF THE FAR EAST 3 US F, S
- 295 HONORS SEMINAR IN HISTORY 3 US S
Honors students or cons. inst.
- 296 HISTORIOGRAPHY AND HISTORICAL METHOD 3 US F
Honors students or cons. inst.
- 298 HONORS THESIS 3 US F, S
Honors students or cons inst.

- 306 REGIONAL AND AREA STUDIES 3-9 US
Cons inst. Usually given cooperatively with other depts.
Intensive study of particular lands, environments, cultures, and peoples.
- 310 SEVENTEENTH CENTURY AMERICA 3 US S
- 311 AGE OF THE AMERICAN REVOLUTION 3 US F
- 317 AMERICAN CULTURAL EXPANSION AND DIPLOMACY 3 US
- 320 LINCOLN: THE MAN AND HIS TIMES 3 US
- 321 GREAT FIGURES OF THE TWENTIETH CENTURY UNITED STATES 3 US S
- 322 AMERICAN URBAN HISTORY 3 US S
- 323 AMERICAN CULTURAL AND INTELLECTUAL HISTORY I 3 US F
- 324 AMERICAN CULTURAL AND INTELLECTUAL HISTORY II 3 US S
- 325 PROBLEMS IN TWENTIETH CENTURY U.S. CONSTITUTIONAL HISTORY 3 US
- 326 CASES IN BUSINESS HISTORY 3 US
- 341 EUROPEAN INTELLECTUAL HISTORY I: TO 1600 3 US F
- 342 EUROPEAN INTELLECTUAL HISTORY II: SINCE 1600 3 US S
- 343 MODERN EUROPEAN DIPLOMATIC HISTORY I, 1789-1890 3 US F
- 344 MODERN EUROPEAN DIPLOMATIC HISTORY II, 1890-PRESENT 3 US S
- 345 FRENCH REVOLUTION AND NAPOLEON, 1789-1815 3 US S
- 352 THE HELLENISTIC WORLD 3 US
- 360 TUDOR-STUART ENGLAND, 1485-1689 3 US F
- 361 EIGHTEENTH CENTURY BRITAIN, 1689-1815 3 US S
- 362 MODERN BRITAIN, 1815 TO PRESENT 3 US
- 365 NAZI GERMANY 3 US F
- 366 SOVIET RUSSIA, 1917-PRESENT 3 US F
- 371 MODERN LATIN AMERICA 3 US F
- 390 SOCIAL STUDIES TEACHING METHODOLOGY 3 F, S
- 401 SEMINAR IN AMERICAN HISTORY 4 F
- 402 SEMINAR IN EUROPEAN HISTORY 4
- 403 SEMINAR IN FAR EASTERN HISTORY 4
- 411 SEMINAR: EIGHTEENTH CENTURY AMERICA 4 S
- 412 SEMINAR: AGE OF JACKSON 4 F
- 413 SEMINAR: COMING OF THE CIVIL WAR 4
- 414 SEMINAR: CIVIL WAR AND RECONSTRUCTION 4
- 416 SEMINAR: PROGRESSIVISM 4
- 417 SEMINAR: TWENTIETH CENTURY AMERICA 4 F
- 422 HISTORY OF AMERICAN AGRICULTURE 4 F
- 423 SEMINAR: AMERICAN ECONOMIC HISTORY 4
- 424 SEMINAR: AMERICAN CULTURAL AND INTELLECTUAL HISTORY 4 S
- 426 SEMINAR: AMERICAN CONSTITUTIONAL HISTORY 4
- 428 SEMINAR: AMERICAN DIPLOMACY 4 S
- 431 SEMINAR: THE OLD NORTHWEST, 1840-1880 4



432 RESEARCH PROBLEMS IN
LOCAL HISTORY 4441 SEMINAR: EUROPEAN
INTELLECTUAL HISTORY 4

453 SEMINAR: THE REFORMATION 4 S

461 SEMINAR: EIGHTEENTH
CENTURY BRITAIN 4 F

463 SEMINAR: MODERN FRANCE 4

466 SEMINAR: MODERN GERMANY 4 F

468 SEMINAR: MODERN RUSSIA 4 S

472 SEMINAR: TWENTIETH CENTURY
LATIN AMERICA 4491 INTERNSHIP-SEMINAR IN
COLLEGE TEACHING 3 F, S
See EDU 491.497 RESEARCH SEMINAR 1-4 F, S
Required of all graduate students499 INDEPENDENT RESEARCH
FOR MASTER'S THESIS 1-6 F, S
Four to six hours required in the thesis option. Reg-
istration beyond six hours permitted but not counted
toward the degree.

Home Economics and Industrial Technology

Chairman: Joe E. Talkington, 211A Turner Hall.

Professor:

Blomgren, Roger D. Ed.D., Illinois
Johnston, John L. Ed.D., Missouri
Kagy, Frederick D. Ed.D., Wyoming
Porter, Charles B. Ed.D., Illinois
Talkington, Joe E. Ed.D., Colorado State

Associate Professor:

Anderson, Edward T. Ed.D., Illinois
Bell, Claude A. Ed.D., Missouri
Erisman, J. Gary Ph.D., Illinois
James, Jeannie H. Ed.D., Pennsylvania State
Karch, Jacqueline Q. Ed.D., Washington (St. Louis)
McCarthy, Willard J. Ed.M., Illinois
Quane, W. Laurence Ph.D., Michigan State
Wiseman, Emory E. Ed.D., Illinois

Assistant Professor:

Bremer, Alma B. A.M., Illinois
Crozier, James L. Ed.D., New York
Darrow, Donald R. M.A. in Ed., Northern Iowa
Dowdall, Leven M. M.S. in Ed., Illinois State
Francis, Charles E. M.A., Western Michigan
Hackett, Bessie D. Ed.D., Illinois
Hayden, Margaret A. M.S., Ohio University
Herberts, Roger E. Ed.D., Illinois
Honn, Max L. M.S., Pennsylvania State
Jett, Lois R. M.S., Southern Illinois
Lockwood, Wayne N. M.S., Purdue
Loepp, Franz L. Ed.D., Northern Colorado
Miller, Larry R. Ph.D., Ohio State
Paulson, Paul M. M.S., Stout State
Pendleton, Charles W. M.S. in Ed., Illinois State
Quensel, Warren P. M.S. in Ed., Illinois State
Weede, Gary D. Ph.D., Iowa State
Young, W. Perry M.A., Western Kentucky State College

Instructor:

Bernardi, Bernard M.S. in Ed., Illinois State
Budig, Ronald L. M.S., Illinois State
Carr, Charlotte P. M.Ed., Illinois
Carter, Horlin M.S., Marshall
Dorner, Edmund T. M.S. in Ed., Illinois StateFarney, Roberta K. M.A., Illinois State
Fox, Carol J. M.S., Illinois State
Gill, Norma J. M.S., Illinois State
Goby, Dale W. M.S., Illinois State
Goldenberg, Sharon L. M.S., Pennsylvania State
Huntman, Philip C. M.S., Illinois State
Johnson, William R. M.A., Illinois State
Lane, Rowena V. M.S., Illinois State
Metcalfe, Joseph E. M.S. in Ed., Illinois State
Olson, Nancy H. M.S., Illinois State
Ruby, Donald D. M.S., Illinois State
Stumbo, Phyllis E. M.S., Ohio State
Tarter, Joyce W. M.S., Illinois State
Upton, Charlotte M.S. in Ed., Illinois State
Wahls, Elizabeth S. M.S., Illinois State

Lecturer:

Boesen, Pavi G. B.A., North Central College
Concidence, Gerald E. M.A., Northwestern
Guichard, Robert M.A., Illinois State
Hoelle, Lowell C. B.E.E., Ohio State
Wills, J. Gordon B. Mech. Eng., Cornell University

Faculty Assistant:

Cantrell, Richard W. B.S., Brigham Young
Frey, Rodney E. B.S., Bethel College

Home Economics

106 NUTRITION 2 US F, S
Functions, sources, and recommended amounts of
nutrients for various age groups.110 INTRODUCTION TO HOME
ECONOMICS 1 F
Development of Home Economics; contributions of
field; satisfactions derived from various areas; career
opportunities.111 MEAL PLANNING 3 F, S
HEC 106 or conc reg.Planning, preparation, and service of breakfasts,
luncheons, and entertainment menus. Food preserva-
tion.

120 INTRODUCTION TO TEXTILES 2 F, S
Consumer approach to judgment of textile products; differentiation of fibers, fabrication, finishes, standardization, and labels.

121 BEGINNING CLOTHING 3 F, S
Selection of fabrics and patterns; principles of construction and fitting.

122 CLOTHING 3 F, S
HEC 120 or conc reg. Clothing construction experience.

Principles of construction related to fit, design, fabric and garment assembling.

123 COSTUME DESIGN 2
Essentials of design applied to dress. Critical analysis of fashion-world design. Design production methods.

130 THE CHILD 3 F, S
Prenatal care; physical, mental, emotional, and social behavior of young children.

131 COURTSHIP AND MARRIAGE 3 US F, S
Dynamics of dating, courtship, mate selection, preparation for marriage; adjustments in early stages of marriage.

132 HOME MANAGEMENT IN CONTEMPORARY LIFE 3 US F, S
Principles, decision-making processes of using money, time, energy to meet individual and family needs.

211 NUTRITION AND DIETETICS 2 F, S
HEC 106.

Nutritional needs applied to diet. Planning, adjusting, preparing dietaries for special health conditions. Presenting nutrition education to groups.

212 FAMILY HEALTH AND HOME NURSING 2
Relation of individual health and family well-being. Prevention of illness and accidents. Home care of ill and convalescent.

213 MEAL PLANNING 3 F, S
Formerly 113. HEC 111.

Meal planning based on criteria of nutritive requirements, marketing challenges, and utilization of resources. Preparation and service of family dinners.

220 CLOTHING 3 F, S
Formerly 124. HEC 122.

Advanced pattern study. Working with a variety of fabrics and fitting problems.

221 TAILORING 3 F
HEC 220.

Suit and coat construction using recognized tailoring techniques.

231 FAMILY RELATIONSHIPS 2 F, S
Dynamics of husband-wife-child interaction.

237 SLIPCOVERS AND DRAPERIES 2
Sewing proficiency. Students furnish materials for projects.

Application of art principles to interior design through selection and construction of draperies and slipcovers.

238 HOUSING AND HOME FURNISHING 3 F, S
Community planning, home financing, modern methods and materials. The home with reference to efficiency, beauty, comfort, and economy.

240 HOUSEHOLD EQUIPMENT 2 F, S
Principles of selection, operation, care, and arrangement of equipment in the home.

244 PHILOSOPHY AND ORGANIZATION OF VOCATIONAL HOME ECONOMICS 3 F, S

Making decisions about curriculum and teaching. Observations in variety of programs.

245 HOME ECONOMICS ADULT EDUCATION 2
Organization and methods used in adult programs. Trends in home economics applied to adult education.

250 CHILD DEVELOPMENT AND GUIDANCE 2 F, S
Research contributing to understanding and guiding of child behavior.

301 EVALUATION IN HOME ECONOMICS 2
Evaluation and basic principles involved; methods and techniques; individual problems.

304 CURRICULUM DEVELOPMENT IN HOME ECONOMICS 3
Organization, methods, materials, and evaluation in relation to type of program and age level. Individual or group problems.

306 EMPLOYMENT PROGRAMS IN HOME ECONOMICS 3 F, S
Organization, administration, and operation of home economics gainful employment programs in public schools.

307 THE INFANT AND TODDLER 3
PSY 111 and HEC 130 or cons inst.
Growth and behavior of young child as related to family and other factors.

308 ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS 3 F
HEC 130 and 250 or cons inst.

The nursery school and other educational and care units responsible for the guidance of the young child.

313 FOOD CUSTOMS 2 S
Influence of food customs of various ethnic groups on American meal patterns.

316 FOOD INVESTIGATIONS 3

HEC 213.

Experimental approach to principles underlying food preparation.

320 DEMONSTRATION TECHNIQUES 2 F

HEC 213 and 220.

Techniques and standards for demonstrations in various areas of home economics.

322 PROBLEMS IN CLOTHING 3

HEC 220 or cons inst.

Individual investigation and reports of problems in field of clothing.

323 ADVANCED TEXTILES 2

HEC 120.

Developments in the textile field, particularly man-made fibers and their products. Significance of the textile market for consumers.

324 ADVANCED COSTUME DESIGN

AND DRAPING 3 S

HEC 220 or cons inst.

Theory of design development. Designs are created and interpreted by draping. Dress form may be constructed.

330 DECISION-MAKING FOR

CONSUMERS 3 US

ALSO offered as BED 330.

F, S

Consumer problems, trends and information. Insurance, housing, credit, life style, consumer protection, leisure and achieving financial success.

401 SUPERVISION OF STUDENT

TEACHING IN HOME ECONOMICS 3

Responsibilities of Supervising Teacher. Techniques of supervision. Preparation of supervisory materials.

402 SEMINAR IN HOME ECONOMICS 2

406 HOUSEHOLD EQUIPMENT 2

Equipment for the modern home and home economics laboratory. Group and individual experiences with various types of labor-saving equipment.

408 FAMILY AND CHILD

DEVELOPMENT 3 S

Fundamental and current problems regarding the child and family. Practice in problem-solving and committee projects.

409 RECENT TRENDS IN

HOME ECONOMICS 2

Development as reflected in practices, methods and materials being recommended. Review of current professional literature.

410 FAMILY HOUSING PROBLEMS 3 F

Current trends and programs in housing with emphasis on family living as related to aesthetic, social, economic, and managerial aspects.

412 ADVANCED HOME MANAGEMENT 3

Planning, directing and coordinating material and human resources in the home. Application of principles basic to modern household processes.

414 SPECIAL PROBLEMS: CLOTHING 3

Individual advanced work on several different problems or a more intensive study of one special phase of clothing.

416 ADVANCED PROBLEMS IN

FOOD INVESTIGATION 3

Experimental study of foods and food preparation.

418 SELECTION OF PROCESSED FOODS 2

Appraisal of processed foods to determine practical utilization of various types.

420 ADVANCED NUTRITION 3

Nutrition research applied to improved dietary planning.

422 HISTORY OF COSTUME 3 F

Costume through the ages as expression of social, economic, and cultural life of the time.

424 SELECTED PROBLEMS IN

HOME ECONOMICS 1-6

F, S

Cons inst and dept coord. May be repeated.

426 ADVANCED TAILORING 3

Students tailor garments selected to provide variety of experiences using techniques that insure a professional product.

491 INTERNSHIP-SEMINAR IN COLLEGE

TEACHING IN HOME

ECONOMICS 3

F, S

See EDU 491.

499 INDEPENDENT RESEARCH FOR

THE MASTER'S THESIS 1-6

F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Industrial Technology

A fee may be assessed for materials and supplies in some courses.

108 INDUSTRIAL DESIGN 2

Principles of design and systems of designing as applied to industrial and environic design problems.

127 CRAFTS 3

F, S

Crafts activities plus laboratory.

Experiences with materials such as leather and plastics.

128 INDUSTRIAL ARTS FOR

ELEMENTARY TEACHERS 4

S

EED or SED majors only.

Constructional activities and techniques designed to teach use of basic tools and materials appropriate for the elementary school.

153 PUBLICATION PRODUCTION 3

S

Graphic arts processes used in journalism to produce a variety of publications.

163 AUTOMOTIVE FUNDAMENTALS 2
IT maj or min may not take course for credit.
 Theory and laboratory experiences in maintenance and repair of automobile components; emphasis on preventative maintenance.

171 PRINCIPLES OF ACCIDENT PREVENTION 3 F, S
 Overview of the broad accident problem and underlying factors and theories of accident causation and prevention.

172 HIGHWAY TRANSPORTATION SYSTEM/DRIVER TASK ANALYSIS 3 F, S
IT 171 or cons inst. Laboratory.
 Physical, mental requirements necessary for safe drivers. Laboratory experience devoted to improvement of student's driving ability.

190 GRAPHIC COMMUNICATION 4 F, S
 Process and technology of transmitting, storing and using ideas or knowledge in visible graphic form.

191 ENERGY AND POWER 4 F, S
 Operating principles of electricity, electronics, heat engines and fluid power related to energy conversion, transmission, and utilization.

192 INDUSTRIAL MATERIALS AND PROCESSES 4 F, S
 Nature and properties of industrial materials and influence on manufacturing techniques.

200 GENERAL SHOP 4 F, S
IT 190, 191, and 192.
 Organization, operation and methods of teaching multiple activities of industrial arts comprehensive general shop.

201 PROBLEMS IN INDUSTRIAL EDUCATION 2
11 hrs of IT.
 Problems that confront the teacher of industrial education in organization and management of school shop.

210 TECHNICAL DRAFTING 4 F, S
IT 190 or cons inst.
 Graphic tools, techniques, and processes; automated drafting, drafting machines, and reprographic equipment used in development and representation of industrial products.

211 ARCHITECTURAL DRAFTING 4 F, S
IT 190 or cons inst.
 Problem approach to architecture; emphasis on residential planning and construction. Laboratory devoted to development of working drawings.

212 MACHINE DESIGN 3 F
IT 210.
 General mechanisms, cams, gears, tolerance and power transmissions. Theoretical principles applied to design of small machines.

213 DEVELOPMENTAL DESCRIPTIVE GEOMETRY 4 F, S
IT 210.

Specialized drafting methods used in revolutions and developments. Graphical solutions to mathematical and structural problems.

220 WOOD TECHNOLOGY 4 F, S
IT 192 or cons inst.
 Practices of woodworking industries. Properties of wood materials, bench woodworking, carpentry, pattern-making, lamination and machine processes.

221 CONSTRUCTION TECHNOLOGY 4 F, S
IT 220 or cons inst.
 Principles and practices of on-site construction. Materials and methods used to build and enclose sub- and superstructures. Utility systems.

223 PRODUCTION WOODWORKING 4 S
IT 220 or cons inst.
 Surveys management and production technologies used in quantity manufacture of wood and related products; production woodworking equipment.

224 INDUSTRIAL FINISHING 3 F, S
 Coating and processes used in finishing wood, metal, plastic, other industrial materials. Application and testing of industrial finishes.

225 REINFORCED PLASTICS 4 F, S
IT 192.
 Theory, practical application of fiber glass, plastic resins, other materials in hand layup, sprayup, filament winding; other common industrial techniques.

226 CABINET AND FURNITURE PRODUCTION 4 F
IT 220 or cons inst.
 Advanced theory and practice in machine setup, operation and maintenance; product design, standards and construction; specialized processes.

230 GENERAL METALWORK 4 F, S
 Basic theory and practice in hot and cold metalworking processes; sheet metal, bench metal, metal casting, oxy-acetylene and electric welding.

232 WELDING TECHNOLOGY 4 F, S
IT 230.
 Advanced theory and practice in modern welding processes: (TIG) tungsten inert gas, (MIG) metallic insert gas, other electric welding processes.

233 MACHINE TOOL TECHNOLOGY I 4 F, S
 Basic machine tool theory and practice; saws, drilling machines, lathes, shapers, milling machines, surface grinders, metrology, heat treatment.

235 MACHINE TOOL TECHNOLOGY II 4 F
IT 233.
 Theory computations, setups for precision machining; turning operations, cylindrical grinding, surface grinding, milling operations, indexing, gear cutting.

240 ELECTRICAL TECHNOLOGY 4 F, S
IT 191 or cons inst.
Analysis of electrical and magnetic circuits.

241 ELECTRICAL MACHINERY 3 F
IT 240.
Operation, characteristics and applications of electric motors and generators.

242 APPLIED ELECTRONICS 4 F, S
IT 240 or PHY 109 or PHY 111.
Operation, characteristics and applications of electron tubes.

244 SEMICONDUCTOR ELECTRONICS 3 F, S
IT 240 or PHY 109 or PHY 111.
Operation, characteristics and applications of solid-state diodes and transistors.

246 COMMUNICATIONS ELECTRONICS 4 S
IT 242 or 244.
Operation and characteristics of electronic circuits and devices employed in communication systems.

248 INSTRUMENTATION 4
IT 242 or 244.
Operation, characteristics, calibration, and maintenance of selected electrical and electronic instruments.

250 THE GRAPHIC ARTS PROCESSES 4 F, S
IT 190 or cons inst.
Theory and practice in basic relief, lithography, screen process, intaglio, photography and many support technologies.

251 GRAPHICS ARTS TECHNOLOGY 4 F, S
IT 250 or cons inst.
Idea visualization, copy preparation, continuous tone copy, process photography, negative assembly, image carriers, ink transfer and finishing operations.

253 LAYOUT-DESIGN: APPLICATION TO GRAPHIC REPRODUCTION 3 F
IT 251 or cons inst.
Planning, layout, design of printed pieces; paste-up; line and halftone photography.

254 CONTINUOUS TONE COPY PREPARATION 3 F
Preparation of continuous tone copy for graphic reproduction.

261 AUTOMOTIVE POWER PLANTS 4 F, S
IT 191.
Theory and laboratory experiences in function, maintenance and adjustment of systems and components of automotive type engines.

262 AUTOMOTIVE ELECTRICAL SYSTEMS 3 F, S
IT 191.
Operating principles, applications, diagnosis and repair of automotive electrical systems and components.

263 FLUID POWER MECHANICS 3 F, S
IT 191 or cons inst.
Operating principles and applications of hydraulic, pneumatic and fluidic components and systems.

264 AUTOMOTIVE SUSPENSION, STEERING AND BRAKE SYSTEMS 3 S
IT 191.
Theory, repair, alignment or adjustment of frames, stabilizing devices, drive lines, rear axles, steering mechanisms and brakes.

265 AUTOMOTIVE AND MOBILE FLUID POWER SYSTEMS 4 F, S
IT 191 and 263.
Operating principles, diagnosis and adjustment of automatic transmissions, hydrostatic drives, power steering, power brakes, accessories.

266 INDUSTRIAL AND UTILITY ENGINES 4 S
IT 191.
Theory and laboratory experiences in function, applications and maintenance of utility, outboard, industrial and diesel engines.

273 ADVANCED TRAFFIC EDUCATION 3 F, S
IT 172. Laboratory experiences: operating driving range, BTW lessons.
Objective, scope of driver education, administrative policies, practices, selection, organization, program evaluation.

300 CONTEMPORARY INDUSTRIAL EDUCATION 2
Prominent leaders and analysis of trends in industrial education.

301 INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL 2
Educational principles underlying industrial arts and their application in the elementary activity program.

302 EVALUATION TECHNIQUES IN THE PRACTICAL ARTS AND OCCUPATIONAL EDUCATION 3
Historical background of measurement; examination of objectives and methods; evaluation of student abilities and growth; evaluation of facilities and equipment.

304 OCCUPATIONAL AND JOB ANALYSIS 3
Techniques and procedures for analyzing occupations and jobs for instructional purposes.

305 IMPROVEMENT OF INSTRUCTION IN THE PRACTICAL ARTS AND OCCUPATIONAL EDUCATION 3
Objectives, content, and techniques for improving teaching.

306 PART-TIME COOPERATIVE EDUCATION 3
Procedures involved in organizing and operating effective programs of cooperative vocational education.

307 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3

Also offered as SED 307.

Diagnosis and instruction of exceptional children who are placed in occupational education. Synthesizing employment and education for exceptional children.

319 COMPUTER GRAPHICS 3 F, S

Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

325 INDUSTRIAL PLASTICS 3 F, S

IT 192 or cons inst.

Resins, processing, and fabrication; injection molding, extrusion, rotational molding, foaming, thermo-forming, identification and testing.

331 MACHINE TOOL TECHNOLOGY III 4

IT 233 or cons inst.

Theory and practice involving setups for production machining: numerical control machine programming, turret lathe applications, production processes, technical reports.

332 APPLIED PHYSICAL METALLURGY 3 S

IT 192 or cons inst.

Physical and mechanical properties of metals, testing properties, crystalline structure, metallurgical examination, constitution of alloys, heat treatment, industrial applications.

346 INDUSTRIAL ELECTRONICS 3

IT 242 or 244.

Operation and characteristics of electronic circuits and devices employed in non-communications applications.

351 IMAGE CARRIERS AND IMAGE TRANSFER 3 S

IT 250 or cons inst.

Laboratory practice of basic printing machines; theory of printing machine systems, trouble-shooting and plate and plate-making systems.

352 CHARACTER GENERATION 3 F

IT 250 or cons inst.

Theory, laboratory practice on photo composition, impact and hot metal machines. Cathode-ray tube and computer application.

353 COLOR SEPARATION 3 F, S

IT 253 or cons inst.

Theory of color, modern color separation methods, fake color, transmission and reflection copy, color correction, additive and subtractive color.

354 THE GRAPHIC ARTS INDUSTRY 3 S

IT 250 or cons inst.

Graphic arts industrial organization of human resources, physical assets, and money; efficient production of graphic communications products.

361 MOTOR VEHICLE DIAGNOSIS 3 F

IT 261 and 262 or cons inst.

Motor vehicle systems diagnosis; emphasis on electrical and fuel systems; experience on mechanical systems.

363 FLUID POWER SYSTEMS DESIGN & ANALYSIS 3 S

IT 263 or cons inst.

Design, sizing and analysis of hydraulic and pneumatic circuits including both machine tool and mobile applications.

370 INDUSTRIAL ACCIDENT PREVENTION 3 F, S

Principles, responsibilities and techniques for developing, organizing, implementing and administering an industrial safety program.

371 ALCOHOL AND ACCIDENT PHENOMENON 3 F, S

Effects of alcohol on accident causation. Psychological, physiological, pharmacological actions of alcohol in view of medical, sociological, religious, economic aspects.

372 ACCIDENT INVESTIGATION, RECORDS, AND EVALUATION 3 F, S

Theory and function of accident investigation, reporting, and analysis systems. Form design and utilization and cost evaluation procedures.

373 AGRICULTURAL ACCIDENT PREVENTION 3 F, S

Also offered as AGR 345.

Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.

374 METHODS AND MATERIALS OF TEACHING DRIVER EDUCATION 3 F, S

IT 172. Laboratory experience in teaching beginning drivers in traffic simulators, BTW.

Materials, measures for driver education. Development of teaching units, student evaluation procedures.

375 TRAFFIC ENFORCEMENT 2 F, S

IT 172 or conc reg or cons inst.

Philosophy, methods of detecting, apprehending violators. Fundamentals of traffic law applicable to laymen, technicians, and teachers.

376 PROBLEMS AND RESEARCH IN ACCIDENT PREVENTION 3 S

IT 171 or cons inst.

Problems confronting researchers in the safety field; current findings applicable to the students' area of interest.

377 TRAFFIC ENGINEERING 2 F, S

IT 172 or conc reg or cons inst.

Investigation of vehicle and environmental components of HTS; vehicle inspection, equipment, design; traffic studies performed; traffic planning to reduce collisions, congestion.

378 **DISASTER PREPAREDNESS** 3 S
Organizing, directing, coordinating disaster services in schools, industry and local government. Includes T.B.A. 48 hr. disaster exercise.

379 **CURRICULUM DEVELOPMENT IN DRIVER EDUCATION** 3 F, S
IT 171 and 172.

Behavioral oriented curriculum applicable to driver education. Behavioral objectives, learning activities, measurement of student performance peculiar to driver education.

380 **FIRE PROTECTION AND PREVENTION** 4 F
IT 171 or cons inst.

Measures related to safeguarding human life and preservation of property in prevention, detection, extinguishing fires.

386 **TECHNICAL COMPUTER PROGRAMMING** 3
Laboratory arranged.

Digital computer systems, programming digital computers and their use in solving problems related to applied sciences and technologies.

401 **FOUNDATIONS OF INDUSTRIAL EDUCATION** 3
Underlying movements and philosophies which have influenced the development of industrial education.

402 **ORGANIZATION AND ADMINISTRATION OF THE PRACTICAL ARTS AND OCCUPATIONAL EDUCATION** 3
Problems confronting the teacher and administrator; basis for their solution.

403 **SEMINAR IN INDUSTRIAL TECHNOLOGY** 2 F, S
May be repeated to total of six hrs.
Individual and group problems from the fields of in-

dustrial technology or accident prevention.

404 **SPECIAL PROJECTS IN INDUSTRIAL TECHNOLOGY** 1-3 F, S
File plan with adviser, gain cons inst prior to enrollment. May be repeated to total of six hrs.
Investigation of selected areas of industrial technology or accident prevention. Laboratory work may be included.

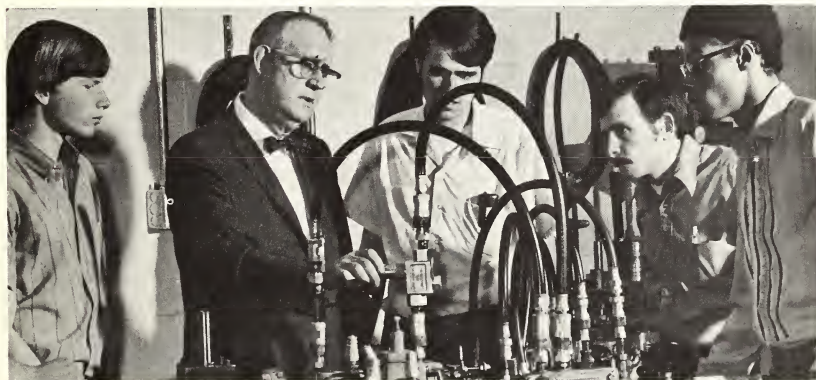
405 **PHILOSOPHY OF THE PRACTICAL ARTS AND OCCUPATIONAL EDUCATION** 3 S
Philosophical bases for practical arts and occupational education.

470 **CONCEPTUAL MODELS OF ACCIDENT PREVENTION** 4 F
Man-machine relations: factors which influence or impair machine-human functions resulting in systems failure.

490 **EXTERNSHIP: INDUSTRIAL TECHNOLOGY/ACCIDENT PREVENTION** 3-8 S
To be confirmed two months prior to assignment by the dept chm. Copy filed office of Dean of Graduate School.
mental agencies in administrative positions.
Work with business and industrial firms or govern-

491 **INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN INDUSTRIAL EDUCATION** 3 F, S
See EDU 491.

499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.



Information Sciences

Chairman: C. Edward Streeter, 211 Stevenson Hall.

Professor:

Arnold, William E. Ph.D., Pennsylvania State
 Brake, Robert J. Ph.D., Michigan State
 Holdridge, Robert E. Ed.D., Indiana
 Rives, Stanley G. Ph.D., Northwestern
 Smith, Ralph L. Ph.D., Wisconsin
 Streeter, C. Edward Ph.D., Michigan State
 White, Charles A. Ph.D., Wisconsin

Associate Professor:

Jackson, Ted R. Ph.D., Wisconsin
 Lashbrook, William B. Ph.D., Michigan State
 Ozolins, Karl Ph.D., Michigan
 Prigge, William C. Ed.D., Indiana
 Speer, Eunice H. M.S., Illinois
 Tcheng, Tse-Hao Ph.D., Iowa

Assistant Professor:

Anderson, Hazelle M. M.A., Northwestern
 Boaz, John K. Ph.D., Wayne State
 Harper, V. Carolyn Adv. M.L.S., Florida State
 Hirsch, Robert O. Ph.D., Southern Illinois
 Hustuft, H. Dean Ed.D., Indiana
 Knutson, Thomas J. Ph.D., Indiana
 Lee, Jae-won Ph.D., Iowa
 McCain, Thomas A. Ph.D., Wisconsin
 Owen, Philip J. Ph.D., Illinois
 Parret, Margaret M.A., Columbia
 Paxton, G. Benjamin, Jr. M.A., Tennessee
 Schmid, William T. Ph.D., Ohio State
 Wright, David W. Ph.D., Wayne State

Instructor:

Chilberg, Joseph C. M.S., Illinois State
 Hartford, Suzanne M. M.S., Illinois
 Karlin, Allen J. M.A., Illinois State
 Martin, Dennis C. M.S., Illinois State
 Neuleib, Robert D. M.S., Illinois State
 Sarnataro, Robert M. M.S., Illinois State
 Sherman, Suzanne K. M.S., Illinois State
 Sperry, Jo Donna M.A., Illinois
 Wasser, Charles S. M.A., Southwest Missouri State College
 Wilford, Valerie J. M.S., Illinois

Lecturer:

Honan, Martha O. A.B., Missouri
 Punke, Walter L. B.S., Illinois Wesleyan

Educational Media

- 240 *UTILIZATION OF AUDIOVISUAL MATERIALS* 3 F, S
Also offered as LSC 240. Materials charge.
- 241 *BASIC PHOTOGRAPHY* 3 US F, S
Materials charge.
- 337 *PROGRAMMED LEARNING* 3 F

- 365 *PRODUCTION OF INSTRUCTIONAL MATERIALS* 3 F, S
EDM 240. Also offered as LSC 365. Materials charge.

Fundamental skills of preservation, compilation, adaptation, lettering, enlargement, reduction, duplication, and production of audiovisual materials.

- 366 *ADVANCED AUDIOVISUAL PRODUCTION* 3 S
EDM 241 and 365 or cons inst. Materials charge.

- 367 *AUDIO PRODUCTION* 3 F
Materials charge.
 Selection, evaluation, production, operation and maintenance of audio devices and materials.

- 368 *MOTION PICTURE PRODUCTION* 3 S
Materials charge.

- 433 *THE AUDIOVISUAL DIRECTORSHIP* 3 F
EDM 240 or cons inst.

- 434 *AUDIOVISUAL RESEARCH* 3 S
EDM 240.

Critical analysis of selected research studies in audio-visual instruction, instructional communication and technology.

- 435 *INSTRUCTIONAL SYSTEMS DEVELOPMENT* 3 F
Cons inst.

- 436 *MEDIATED INSTRUCTIONAL SYSTEMS* 3
EDM 366, 367, 368, 435.
 Techniques of planning and producing materials for self-instructional systems.

- 450 *COMPUTER APPLICATIONS IN EDUCATION* 3 S
Educational experience or cons inst.

Journalism

- 165 *REPORTING I* 3 F, S
- 166 *REPORTING II* 3 F, S
JRN 165.
- 167 *HISTORY AND PRINCIPLES OF JOURNALISM* 3 US F, S
- 267 *NEWSPAPER LABORATORY I* 3 F, S
JRN 166.
- 268 *NEWSPAPER LABORATORY II* 3 F, S
JRN 267.

- 294 *SCHOOL NEWSPAPERS AND COMMUNITY RELATIONS* 3 F, S
For school newspaper advisers and school publicity writers.

- 295 *THE ANNUAL AND PERIODICAL* 3 F, S
Editorial, layout, and business problems of the school annual and literary and commercial magazines.

Library Science

- 101 *THE LIBRARY IN SOCIETY* 3 F, S
Survey of librarianship and areas of service. Significance and responsibilities of contemporary libraries. Professional organizations, standards, library legislation.

- 115 *BASIC REFERENCE SOURCES* 3 US F, S
Basic reference sources for libraries with collections of printed and non-printed material. Criteria for evaluating reference books and practical experience in using them.

- 120 *HUMAN RECORDS AND LIBRARIES* 3 US F, S
Human communication from earliest records to invention of printing and advent of mass media: libraries and their growth in relation to these developments and to society.

- 170 *LITERATURE FOR THE ELEMENTARY SCHOOL* 3 F, S
Also offered as ENG. 170.
Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, with emphasis upon well-known materials.

- 240 *UTILIZATION OF AUDIOVISUAL MATERIALS* 3 F, S
Also offered as EDM 240.

- 242 *EXPERIENCING BOOKS THROUGH SPEECH* 3 F, S
SP 110. Also offered as SP 242.
Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud.

- 271 *LITERATURE FOR LOWER GRADES* 3 F, S
Also offered as ENG 271. Does not repeat materials of LSC 170.
Traditional fairy and folk tales, myths, legends, fables, and modern fanciful and realistic stories for kindergarten-primary grades.

- 272 *LITERATURE FOR UPPER GRADES* 3 F, S
Also offered as ENG 272. Does not repeat materials of LSC 170.

Literature especially selected for middle and upper grades.

- 301 *ADVANCED REFERENCE SOURCES* 3 US F, S
LSC 115. Formerly LSC 201.

Print and non-print reference materials in selected subject fields and their reference use. Evaluation of subject reference sources and current aids of selection.

- 305 *BUILDING AND MAINTAINING LIBRARY COLLECTIONS* 3 F, S
Formerly LSC 203.

Principles of selection and the criteria for the evaluation of library materials. Selection aids. Publishers and producers of non-print materials. Acquisition, intellectual freedom, and censorship.

- 306 *LIBRARY MATERIALS FOR CHILDREN* 3 F, S
Formerly LSC 202.

Selection, evaluation and use of materials, both print and non-print, in various subject areas. Use of materials in meeting individual interests, needs, and abilities of children.

- 307 *MEDIA FOR YOUNG ADULTS* 3 F, S
Formerly LSC 204.

Selection, evaluation and use of media for young adults in public and in secondary school libraries. All materials are related to development of young people, and to curriculum of junior and senior high schools.

- 308 *LIBRARY MATERIALS FOR ADULTS* 3
Evaluation, selection, and use of library materials for adults; study and analysis of materials for public libraries. Adult needs and reading interests.

- 310 *ORGANIZATION OF LIBRARY MATERIALS* 4 F, S
Formerly LSC 210. Supervised laboratory work.

Principles of cataloging and classification and their application in organizing media collections; Dewey Decimal Classification System and the Anglo-American cataloging code.

- 312 *ADMINISTRATION OF THE LIBRARY MATERIALS CENTER* 3 F, S
Formerly LSC 212.

Principles and procedures in developing and directing library media services. Materials, their organization and use; personnel management; library facilities, program evaluation.

- 326 *LIBRARY SERVICES FOR SPECIAL GROUPS* 3 F, S

Developments and trends in library programs for senior citizens, patients, inmates, retarded and physically handicapped persons, and socio-economically deprived groups; health, welfare, and correctional work programs.

- 327 *SPECIAL LIBRARIES* 3 F
Supervised field trips.

Major types of special libraries; research methods in major disciplines and implications for special librarianship.

330 EVALUATION AND COLLECTION OF MAP RESOURCES, ATLASES AND AERIAL PHOTOGRAPHS 3 S

Maps as library resources. Selection, acquisition, conservation, storage and circulation of map materials. Criteria for evaluating maps and atlases.

345 INTRODUCTION TO LIBRARY TECHNOLOGY 3 F

Application of mechanized, automated and computerized equipment to achieve economy, efficiency and speed in library operations. Analysis and design of library systems.

365 PRODUCTION OF INSTRUCTIONAL MATERIALS 3 F, S

EDM 240. Also offered as EDM 365.

Speech Communication

110 FUNDAMENTALS IN SPEECH 3 US F, S

Theory and practice to develop acceptable speech proficiency in various speaking activities demanded of citizens in a free society.

123 INTERPERSONAL COMMUNICATION 3 US F, S

An introduction to two-person interaction in a variety of contexts.

125 ARGUMENTATION 3 US F, S

Theory and practice of advocacy.

160 INTRODUCTION TO THE PUBLIC ARTS 3 US F, S

175 BLACK REVOLUTIONARY COMMUNICATION 3 F

199 PRACTICUM IN SPEECH COMMUNICATION 1 F, S

Training and participation in speech activities. This course may be repeated for a maximum of 4 hours of credit.

202 PERSUASIVE PUBLIC SPEAKING 3 S

Improvement of communication skills.

210 PRINCIPLES OF PARLIAMENTARY PROCEDURE 1 US S

223 SMALL GROUP PROCESSES 3 US F, S

Theory and practice in reflective group discussion methods.

226 CLASSICAL RHETORIC 3 F

Formerly SP 326.

242 EXPERIENCING BOOKS THROUGH SPEECH 3 F, S

SP 110. Also offered as LSC 242.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature.

260 RADIO-TV ANNOUNCING 3 US F, S

SP 160. Also offered as THE 260.

Principles and practices concerning announcer's voice, style and technique as well as regulations and codes affecting responsibility.

262 RADIO PROGRAMMING AND PRODUCTION 3 US F

SP 160. Also offered as THE 262.

263 TV PROGRAMMING AND PRODUCTION 3 US S

264 BROADCAST WRITING 3 US F

Cons. inst.

265 BROADCAST NEWS 3 US F

SP 160 or cons inst.

Principles of gathering and writing news for broadcast.

270 DOCUMENTARY FILM AND BROADCASTING 3 US S

Also offered as THE 270.

280 TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL 3 F, S

SP 110 or conc reg.

Theory and practice in the language arts program designed to help teachers utilize the speech arts in the classroom.

281 PRINCIPLES OF SPEECH EDUCATION 3 F, S

297 COMMUNICATION RESEARCH METHODS 3

Methods of scholarly research and critical evaluation of research.

298 INDEPENDENT RESEARCH IN SPEECH COMMUNICATION 3 S

Project approval by chm and inst prior to reg.

301 COMMUNICATION AND SOCIAL ISSUES 1 3 US F

SP 110 or cons inst.

Criticism of communicative discourse.

302 COMMUNICATION AND SOCIAL ISSUES II 3 US S

SP 110 or cons inst.

303 CONTROVERSY AND CONTEMPORARY SOCIETY 3 US F, S

SP 110 or cons inst.

Contemporary communication on current significant, controversial issues.

304 FREEDOM OF SPEECH AND PRESS 3 US

SP 110 or cons inst.

321 MESSAGE COMPOSITION 3 US F

SP 110 or cons inst.

- 323 **THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION** 3 US F, S
SP 110 or cons inst.

Theoretical and experimental literature dealing with small group communication processes.

- 324 **THEORY AND RESEARCH IN PERSUASION** 3 US S
SP 110 or cons inst.

- 325 **NONVERBAL COMMUNICATION** 3 US F, S
SP 110 or cons inst.

- 327 **COMMUNICATION CRITICISM** 3 S
SP 110 or cons inst.

- 328 **CONTEMPORARY RHETORICAL THEORY** 3 S

- 329 **ORGANIZATIONAL COMMUNICATION** 3 US F, S
SP 110 or cons inst.

- 330 **DIRECTING THE FORENSICS PROGRAM** 3 F
SP 110 or cons inst.

- 360 **MASS COMMUNICATION IN SOCIETY** 3 US F, S
SP 110 or cons inst.

- 361 **LAW AND REGULATION OF MASS COMMUNICATION** 3 US F
SP 110 or cons inst.

- 362 **INSTRUCTIONAL TELEVISION** 3 S

- 370 **PSYCHOLOGY OF LANGUAGE** 3 US S
SP 110 or cons inst.

Theories and experimental research relating to the development and functions of language.

- 380 **DIRECTED PROJECTS** 1-3

- 381 **PROBLEMS IN THE TEACHING OF COMMUNICATION** 1-4 S
SP 110 or cons inst. May be repeated. Max. 4 hours.

- 422 **PROSEMINAR IN COMMUNICATION** 3 F
Must be taken by first year grad students who have not had equiv course.

Theory and empirical research in communication.

- 423 **THE PROCESS OF COMMUNICATION** 3 F, S
Clsd to majors.

- 424 **SEMINAR IN PERSUASION** 3
SP 324 or cons inst. May be repeated to total 6 hours.

- 481 **SEMINAR IN COMMUNICATION EDUCATION** 3 S
May be repeated to total 6 hours.



- 491 **INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN COMMUNICATION** 3
See EDU 491

- 492 **SEMINAR IN COMMUNICATION THEORY** 3 S
SP 322 or cons inst. May be repeated to total 6 hours.

- 493 **SEMINAR IN MASS COMMUNICATION** 3 S
SP 360 or cons inst. May be repeated to total 6 hours.

- 494 **SEMINAR IN SMALL GROUP COMMUNICATION** 3 S
SP 323 or cons of inst. May be repeated to total 6 hours.

- 495 **SEMINAR IN ORGANIZATIONAL COMMUNICATION** 3
SP 329 or cons inst. May be repeated to total 6 hours.

- 496 **SEMINAR IN RHETORICAL THEORY** 3
May be repeated to total 6 hours.

- 497 **RESEARCH SEMINAR** 3 F
Must be taken by first year graduate students. May be repeated to total 6 hours.

- 499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Mathematics

Chairman: Robert K. Ritt, 313 Stevenson Hall.

Professor:

Bey, Douglas R.	Ph.D., Illinois
Brown, Francis B.	Ed.D., Illinois
O'Daffer, Phares G.	Ph.D., Illinois
Ritt, Robert K.	Ph.D., Columbia

Associate Professor:

Berk, Kenneth N.	Ph.D., Minnesota
Crumley, Richard D.	Ph.D., Chicago
Edge, Orlyn P.	Ph.D., Iowa
Eggan, Lawrence C.	Ph.D., Oregon
Ha, Kwang-Chul	Ph.D., North Carolina
Hathway, Robert G.	Ph.D., Wisconsin
Morris, Charles E.	Ph.D., Illinois
Otto, Albert D.	Ph.D., Iowa
Retzer, Kenneth A.	Ph.D., Illinois
Vanden Eynden, Charles A.	Ph.D., Oregon

Assistant Professor:

Angwin, George T.	M.S., Chicago
Banks, Wilson P.	M.S., Illinois
Baucom, Adrain	M.A., Kentucky
Bennett, Richard D.	M.S., Illinois
Brown, Lynn H.	Ph.D., Iowa
Carroll, Conrad E.	M.A., Murray State College
Clemens, Stanley R.	Ph.D., North Carolina
Cook, Janet M.	M.A., California (Berkeley)
Dossey, John A.	Ph.D., Illinois
Eckert, Albert H.	M.S., Illinois
Forcade, Rodney W.	Ph.D., Washington
Fox, D. Franklin	Ph.D., Nebraska
Friedberg, Stephen H.	Ph.D., Northwestern
Gilmore, Hal M.	M.A., Western Kentucky
Hershberger, Lotus D.	Ph.D., Florida State
Hryczyszyn, Joseph D.	Ph.D., Wayne State
Insel, Arnold J.	Ph.D., California (Berkeley)
Jacobs, Eugene S.	A.M., South Dakota
Mescheloff, David J.	Ph.D., Northwestern
Miller, John G.	Ph.D., Rice
Parr, James T.	Ph.D., Indiana
Runion, Garth E.	Ph.D., Illinois
Schmidt, Harvey J.	Ph.D., Oregon
Shilgalis, Thomas W.	Ph.D., Illinois
Spence, Lawrence E.	Ph.D., Michigan State

Lecturer:

Jerabek, Jacklyn S.	M.S., Purdue
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103 FOUNDATION TOPICS IN

MATHEMATICS 4 US S
Not for major-minor credit.

Logic, axiomatics, sets, and numbers from common sense understandings. Precise language used but only meaningfully. Growth of a mathematical theory.

104 ELEMENTARY MATHEMATICAL

STATISTICS 3 US S
3 sem. HS Algebra; not for major-minor credit.

Data acquisition; data reduction; role of mathematics in designing and analyzing experiments, especially polls; strategy, decision making under uncertainty.

105 APPLICATIONS OF ELEMENTARY MATHEMATICS 3 US F, S

1 yr. HS Algebra; not for major-minor credit.
 Problems in physical, biological and social sciences, business, politics, games and other fields solved by algebra, geometry, linear programming, probability, etc.

106 FUNDAMENTALS OF

MATHEMATICS 4 US F, S
Not for major-minor credit.

Whole numbers, finite systems, sets, geometries, functions, analytic geometry, probability, sequences, logic.

107 INTERMEDIATE ALGEBRA 3 F, S

1 yr. HS Algebra & 1 yr HS Geometry; Closed if had 3 sem HS Algebra, or cons dept chm; not for major-minor credit.

Intermediate course between one year of high school algebra and college algebra.

108 TRIGONOMETRY 2 F, S

3 sem HS Algebra & 1 yr. HS Geometry or equiv; closed if had 4 yrs HS MAT; not for major-minor credit.

110 MODERN COLLEGE ALGEBRA WITH TRIGONOMETRY 4 F, S

MAT 107 and 108, or equiv; not for major-minor credit.

112 ANALYTIC GEOMETRY 4

MAT 110 or equiv.

115 CALCULUS I 4 US F

MAT 112, or equiv and placement exam; closed if had MAT 135.

Differentiation as usually given in first semester calculus and introduction to integral calculus.

116 CALCULUS II 4 US S

MAT 115; closed if had MAT 136.
 Continuation of MAT 115 with emphasis on integral calculus.

120 ALGEBRA FOR SOCIAL SCIENCES

AND BUSINESS 4 US F, S
MAT 107 or equiv; not for major-minor credit.

College algebra with topics in matrix arithmetic and linear programming.

121 INTRODUCTION TO CALCULUS FOR SOCIAL SCIENCES AND BUSINESS 4 US F, S

MAT 120 or equiv; not for major-minor credit.

Intuitive differential and integral calculus, elementary matrices and vector spaces. Applications in linear programming and statistics.

135 CALCULUS WITH ANALYTIC GEOMETRY I 4 US F, S

MAT 110, or equiv and placement exam. Not

for credit if credit received for MAT 112 or 115.
Differential and integral calculus of elementary functions with associated analytic geometry.

136 **CALCULUS WITH ANALYTIC GEOMETRY II** 4 US F, S
MAT 135; closed if had MAT 115 or 116.
Continuation of MAT 135. L'Hospital's rule, improper and iterated integrals, partial derivatives.

151 **STRUCTURE OF NUMBER SYSTEMS I** 3 US F, S
1 yr. HS Algebra and 1 yr HS Geometry; not for major-minor credit.
Properties of natural and rational numbers applied to four basic operations. Set theory applied to elementary mathematics.

152 **STRUCTURE OF NUMBER SYSTEMS II** 3 F, S
MAT 151; not for major-minor credit.
Continuation of MAT 151. Concepts and structure of real numbers. Number theory, probability, statistics, geometry, and topology.

168 **INTRODUCTION TO COMPUTERS AND PROGRAMMING** 3 US F, S
HS Algebra.
Basic FORTRAN IV; use of subprograms, plotter, magnetic tape, disk. Programs related to student's major field of interest.

175 **LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS** 4 F, S
MAT 136 or conc reg; closed if had MAT 251.
Vector geometry, linear spaces, linear dependence, linear transformations, matrices, determinants (systems of linear equations); linear differential equations with constant coefficients.

176 **VECTOR CALCULUS AND INFINITE SERIES** 4 F, S
MAT 175 or equiv; closed if had MAT 116.
Real and vector functions, sequences in Euclidean n-space, convergence and divergence of infinite series. Taylor and power series. Improper, multiple integrals.

201 **MATHEMATICS FOR THE ELEMENTARY SCHOOL** 2 F, S
MAT 151; not for major-minor credit.
Background for meaningful teaching of number concepts, basic facts, fundamental processes, problem solving. Current innovations for elementary curriculum.

202 **MATHEMATICS FOR THE JUNIOR HIGH SCHOOL** 2 S
MAT 151; not for major-minor credit.
Structure of rational numbers and integers, real numbers, geometry and measurement solution sets for open sentences, ratio and proportion.

204 **GEOMETRY FOR ELEMENTARY TEACHERS** 3 F, S
MAT 151; not for major-minor credit.
Geometry relevant to grades K-8. Logic, incidence, separation, congruence, parallelism, similarity, coordinate systems, measurement, and constructions.

205 **MODERN ALGEBRA FOR ELEMENTARY TEACHERS** 3 F, S
MAT 151; not for major-minor credit.
Algebraic concepts and structures relevant to grades K-8. Structure of familiar number systems compared and contrasted with other mathematical systems.

211 **GEOMETRY FROM AN ADVANCED STANDPOINT** 4 F, S
MAT 115 or 135.
Logical structure and content of Euclidean and non-Euclidean Geometries from the contemporary point of view.

212 **ADVANCED ANALYTICAL GEOMETRY** 2
MAT 115 or 135. Extension of MAT 112.
Various coordinate systems in space; transformations; invariance; application of matrix theory in geometry of space.

213 **NON-EUCLIDEAN GEOMETRY** 2
MAT 116 or 175 or conc reg.
Introduction to the geometries of Bolyai, Lobachevsky, and Riemann.

250 **STATISTICS** 3 S
MAT 110 or 120; not for major-minor credit.
Survey of statistical concepts and methods used in wide range of disciplines to meet need of students in areas other than mathematics.

251 **LINEAR ALGEBRA AND VECTOR ANALYSIS** 5 F
MAT 116; closed if had MAT 175 or 176.
Vector spaces, Euclidean n-space, determinants, linear transformations, matrices, differential equations, real and vector valued functions of a real or vector variable.

301 **MATHEMATICAL TOPICS FOR ELEMENTARY TEACHERS** 3 F, S
MAT 201 or cons inst; not for major-minor credit.
Significant problems, viewpoints and trends in teaching of arithmetic. Research related to organization, content and techniques in this field.

302 **MATHEMATICAL TOPICS FOR JUNIOR HIGH TEACHERS** 2
MAT 201 or 202 or tchg exper; not for major-minor credit.

Problems, viewpoints and trends in teaching junior high school mathematics. Implication of logic and foundations of mathematics for teaching in this field.

306 **SET THEORY** 3
MAT 251 or 175.
Elementary logic, set algebra, relations and functions, axioms for set theory, equivalence, ordinals and cardinals.

308 MATRIX THEORY 2

MAT 116 or 175.

Computational theory of matrices, matrix operations. Inversion, solution to linear systems, eigenvalues and eigenvectors.

310 NUMBER THEORY 3 F, S

MAT 116 or 175.

Divisibility, primes, unique factorization, numerical functions, congruences, Diophantine equations, other topics.

312 HIGHER GEOMETRY I 3 F, S

MAT 116 or 136.

Geometric transformations, groups of transformations. Invariants, transformations on the Euclidean plane.

313 HIGHER GEOMETRY II 3 F, S

MAT 312.

Topological transformations on the Euclidean plane; projective plane; synthetic and analytic projective geometry, projective conics.

315 INTRODUCTION TO ABSTRACT

ALGEBRA I 3 F, S

MAT 251 or 175.

Groups, homomorphisms, quotient groups; rings, ideals, integral domains, polynomials.

316 INTRODUCTION TO ABSTRACT

ALGEBRA II 3 F, S

MAT 315.

Unique factorization, extension fields, beginnings of Galois theory.

317 LINEAR ALGEBRA 3 F, S

MAT 175 or 251.

Vector spaces, linear transformations, dual space, inner product spaces, eigenvalues and eigenvectors, rational and Jordan canonical forms, quadratic and bilinear forms.

320 HISTORY OF MATHEMATICS TO

1600 2 S

MAT 116 or 136.

Emphasis on Greek geometry, and growth of algebra and algebraic notation from early Mesopotamia through Renaissance.

321 HISTORY OF MATHEMATICS,

1600 TO PRESENT 2 S

MAT 175 or 251.

Development of modern mathematics (analysis, algebra, geometry) and the people in the forefront, beginning with Descartes. Emphasis on 19th century.

323 MATHEMATICS FOR THE SECONDARY

SCHOOL 3 F, S

MAT 312 and 315 or conc reg.

Problems in selection, placement and teaching of secondary mathematics topics. Language and symbolism. Analysis of recent trends and practices.

325 FINITE MATHEMATICAL

STRUCTURES 2 F

MAT 116 or 175.

Methods of proof, finite algebra, partition and count-

ing, stochastic processes, matrix algebra, theory of games and linear programming, application.

335 ADVANCED CALCULUS I 3 F, S

MAT 176 or 251.

Calculus of functions of several variables; Taylor's series of several variables, maxima and minima, Lagrange multipliers, multiple integration, Green's and Stoke's theorems.

336 ADVANCED CALCULUS II 3 S

MAT 335.

Content will vary. Topics may include introduction to Fourier series or differential geometry.

340 DIFFERENTIAL EQUATIONS I 3 F, S

MAT 176 or 251.

First order ordinary differential equations, linear differential equations, existence theorems and numerical methods of solution. Use of analog computers.

341 DIFFERENTIAL EQUATIONS II 3 S

MAT 340.

Theory of linear equations, Sturm theory, Sturm-Liouville problems, orthogonality, Fourier series, non-linear equations.

347 INTRODUCTION TO REAL

ANALYSIS I 3 F

MAT 176 or 251.

Real and complex number systems, topology of metric spaces, convergence, sequences and series, continuity, extreme and intermediate value theorems.

348 INTRODUCTION TO REAL

ANALYSIS II 3 S

MAT 347.

Differentiation, Taylor's theorem, Riemann-Stieltjes integration, uniform convergence, Stone-Weierstrauss theorem, power series expansions, Fourier series.

349 COMPLEX ANALYSIS I 3 F

MAT 251 or 176.

Analytic function theory, complex plane, differentiability and analyticity, Cauchy's theorem, Taylor series and Laurent series.

350 MATHEMATICAL

STATISTICS I 3 F, S

MAT 116 or 175.

Sample spaces, random variables, frequency functions, linear functions of random variables, nature of statistical functions, moment generating function, applications.

351 MATHEMATICAL

STATISTICS II 3 F, S

MAT 350.

Correlation and regression equations, development of Chi-square, Student's t and F distributions, likelihood ratio tests, analysis of variance and non-parametric methods.

362 COMPUTER-EXTENDED MATHEMATICS

FOR SECONDARY SCHOOLS 3 F

Calculus and C in MAT 168 or knowledge of

programming.

Techniques of illustrating, deriving, and discovering mathematical concepts of the secondary curriculum by digital computer.

365 MATHEMATICAL LOGIC 3 F
MAT 116 or 175.

Propositional calculus, independence; many-valued logics, interpretations, satisfiability and truth, first-order theories, consistency and completeness theorems.

366 BOOLEAN ALGEBRA AND LOGICAL DESIGN 3 F, S
MAT 116, 175 or 121.

Switching circuits, Boolean algebra as model for propositional calculus, logical design of digital computers, logical programming.

368 PRINCIPLES OF DIGITAL COMPUTERS 3 F, S
MAT 168 or cons inst.

Assembly languages. Writing assembler programs and subprograms, and running them on the IBM 360.

369 DATA STRUCTURES 3 F
Calculus and C in MAT 168 or knowledge of programming.

Data representation and organization, optimum encoding, structuring of data, lists, stacks, trees, deques, queues, depiction of geometric objects, sorting, merging, and file maintenance.

370 NUMERICAL ANALYSIS 3 F, S
MAT 251 or 176 and knowledge of FORTRAN programming.

Interpolation and approximation, error analysis, integration, techniques for solving differential equations, root finding, matrix manipulation.

372 INTRODUCTION TO FINITE AUTOMATA AND FORMAL LANGUAGES 3
MAT 315 or cons inst.

Finite deterministic automata including sequential and 2-way multitape automata. Formal languages and grammars, general systems theory.

375 INTRODUCTION TO TOPOLOGY 3 S
MAT 251 or 176.

Topology of metric spaces, introduction to general topological spaces, and other topics.

390 INDEPENDENT STUDY 1-3 F, S

407 ABSTRACT ALGEBRA I 3 F
MAT 316 or cons inst.

Group theory, Galois theory, rings, ideals, modules, chain and structure theorems.

408 ABSTRACT ALGEBRA II 3 S
MAT 407 or cons inst.

Field and ring theory, the basics of representation theory and homological algebra.

410 NUMBER THEORY 3 F
MAT 310.

Continuation of MAT 310. Additional topics such as Pell's equation, continued fractions, Diophantine approximation.

412 PROJECTIVE GEOMETRY 3
MAT 313.

Fundamentals common to all geometries. Invariance under transformations leading to projective, affine and metric geometries. Homogeneous point and line coordinates.

415 THEORY OF GROUPS 3
MAT 408 or cons inst.

Semigroups and groups, homomorphisms, products, finite abelian groups, Sylow's theorems, solvable groups, nilpotent groups.

416 THEORY OF RINGS 3
MAT 408 or cons inst.

Rings, ideals and homomorphisms, subdirect sums, rings of linear transformations, the density theorem, the Jacobson radical.

421 TOPICS IN ALGEBRA FOR TEACHERS 3 F
MAT 175, 251, or 315.

Problems in teaching of secondary school algebra. Investigation of reports, research, and recent trends in this area.

422 TOPICS IN GEOMETRY FOR TEACHERS 3 S
MAT 211 or 312.

Problems in teaching secondary school geometry. Investigation of reports, research and recent trends. Objectives and content of secondary school geometry.

440 DIFFERENTIAL EQUATIONS III 3 F
MAT 341 or cons inst.

Linear and nonlinear systems. Picard Lindeloff and Peano existence theorems. Extension of solutions, oscillation and comparison theorems, asymptotic behavior.

441 DIFFERENTIAL EQUATIONS IV 3 S
MAT 440.

Stability, Lyapunov functions, perturbation theory. Poincare-Bendixson theory, periodic solutions.

445 DIFFERENTIAL GEOMETRY 3
Cons inst.

Curves and surfaces in Euclidean 3-space, properties of a surface, tensor analysis, Riemannian geometry.

446 FUNCTIONAL ANALYSIS 3
Lin Algebra and MAT 348.

Normed and Banach spaces along with metric spaces, inner product spaces and Hilbert spaces, spectral theory.

447 REAL ANALYSIS I 3
MAT 348.

The general Lebesgue integral, functions of bounded variation and absolute continuity, introduction to general measure and integration theory.

448 REAL ANALYSIS II 3
MAT 447.

Continuation of MAT 447. L_p spaces; general measure and integration theory.

449 COMPLEX ANALYSIS II 3

MAT 349.

Conformal mappings, Riemann surfaces, meromorphic functions, infinite products of holomorphic functions, and integration of differential forms.

450 FINITE SAMPLING I 3 S

MAT 350.

Application and theory of sampling. Mathematical sampling: simple, stratified, and cluster. Evaluation of plans with respect to precision and cost.

451 FINITE SAMPLING II 3 S

MAT 450.

Analysis of sampling designs from numerous fields of application. Use of basic sampling theorems in development of efficient models.

452 THEORY OF STATISTICS 3 F

MAT 116 or 176, and 351.

Order statistics, limiting distributions, sufficient statistics, likelihood ratio test, distribution of certain quadratic forms in analysis of variance.

453 LINEAR STATISTICAL MODELS 3

Linear algebra and MAT 351.

Multivariate normal distribution, distribution of quadratic forms, the general linear hypothesis of full rank, regression models, analysis of variance models.

455 STOCHASTIC PROCESSES 3 F

MAT 351.

Generating and characteristic functions of discrete probability density functions. Random walk and stochastic processes. Introduction of Markov chains.

458 THE DESIGN OF EXPERIMENTS 3

MAT 351.

Linear models and the logic of planned experimentation, choice of statistical technique, and analysis of data.

463 THEORY OF COMPUTABILITY AND

RECURSIVE FUNCTIONS 3 S

MAT 315 or cons inst.

Recursive and recursively enumerable functions, Turing machines, Post systems, examples of decidable and unsolvable problems.

470 GENERAL TOPOLOGY I 3

MAT 347 or 375.

Topological spaces, uniform spaces, product and quotient spaces, separation properties and connected spaces, compact spaces.

471 GENERAL TOPOLOGY II 3

MAT 470.

Metrizability conditions, continuity, the theory of convergence using both filters and nets, completions and compactifications.

476 TOPOLOGICAL DYNAMICS 3

MAT 440 or 470 cons inst.

Dynamical systems, limit points, stability, recurrent and almost periodic motions, asymptotic trajectories.

480 FOUNDATIONS OF
MATHEMATICS 3

Cons inst.

Cardinals, ordinals, and structure of real number system; interaction of analysis algebra, number theory and topology.

490 SEMINAR IN MATHEMATICS 1-4

Cons inst.

491 INTERNSHIP-SEMINAR IN COLLEGE

TEACHING OF MATHEMATICS 3 F, S

MAT 312, 315, 347; or cons inst. See EDU 491.

499 INDEPENDENT RESEARCH FOR THE

MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.



Music

Chairman: Arthur B. Corra, 113 Centennial East.

Professor:

Bolen, Charles W.	Ph.D., Indiana
Corra, Arthur B.	Mus. D., Indiana
Ferrell, John W.	Ph.D., Iowa
Meske, Eunice B.	Ed.D., Illinois
Pollock, Michael	

Queens College, American Theatre
Wing Professional Training Program

Roderick, James L.	Ed.D., Illinois
Rye, Howard H.	Ed.D., Columbia
Spector, Irwin	Ph.D., New York
Young, Lyle M.	Ed.D., Columbia

Associate Professor:

Armstrong, Donald J.	D.M.A., Texas
Bedford, Russell B.	M.M., Michigan
Cordero, Roque J.	B.A., Hamline
Farlee, Lloyd W.	Ph.D., Iowa
Han, Tong II	M.S., Juilliard School of Music
Kim, Won-mo	Mus.D., Florida State
Lewis, Arthur	Mus.D., Indiana
Livingston, Edward A.	M.A., Western Michigan
Poultney, David G.	Ph.D., Michigan
Sanders, Herbert C.	M.M., Northwestern
Smith, Robert C.	Ed.D., Illinois
Terrill, Isabelle	Ed.D., Columbia

Assistant Professor:

Chavez, Aristides B.	M.M., New Mexico
DeBose, Tella M.	
	M.Mus., Oberlin Conservatory of Music
Faulmann, Roger R.	M.M., Michigan
Foeller, George P.	M.A., Connecticut
Hackett, Perry R.	M.M., Northwestern
Hardine, Doris M.	M.M., Eastman School of Music
Hillstrom, Philip E.	M.M., Oregon
Ivanich, Dolores J.	M.M., Wisconsin
Kemp, Benny B.	M.M., Indiana
Kuntz, Lowell J.	M.S. in Ed., Illinois State
Manring, Darryl T.	M.M., Michigan
Miller, S. Duncan	M.M., Eastman School of Music
Omer, Fred W.	M.S., Illinois
Peterson, Don L.	M.S., Wisconsin
Rehm, John T.	M.M., Indiana
Rosene, Paul E.	M.S. in Ed., Illinois State
Schoenfeld, Max	B.M., Manhattan School of Music
Schuetz, Peter F.	M.M., Illinois
Sudano, Gary R.	Ed.D., Illinois
Suggs, Frank	M.M. in Ed., Arizona
Vance, Arden L.	M.M., Northwestern
Whitehart, Patricia M.	

SMM, Union Theological Seminary

Instructor:

Boitos, James A.	M.M., Northwestern
Schwenzfeier, Judith C.	M.M., Indiana
Sheaffer, David R.	M.M., Indiana

Lecturer:

Henkel, Christoph	Artist Diploma, Indiana
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Enrollment in some courses is limited to those students who have had auditions or who have secured permission from the appropriate coordinator. Further information may be obtained in the office of the Music Department.

100 INTRODUCTION TO MUSIC

THEORY 2 US F, S

Theory placement test must be taken prior to enrollment.

Pitch and rhythmic notation, major-minor key system, sight reading of simple pitch, rhythmic patterns, diatonic melodies.

101 MUSIC THEORY 4 US F

MUS 100 or cons Theory Coord.

Principles of melodic analysis and writing; two and three-part pitch and rhythmic association, texture, diatonic harmony.

102 MUSIC THEORY 4 US S

MUS 101 or cons Theory Coord.

Continuation of diatonic harmony, simple functional chromaticism, elementary formal analysis.

103 MUSIC THEORY 4 US F

MUS 102 or cons Theory Coord.

Chromatic harmony, formal analysis of larger forms; contrapuntal techniques.

104 MUSIC THEORY 4 US S

MUS 103 or cons Theory Coord.

Analysis of technique in late Romantic and Impressionistic style, serialism, other 20th century trends.

111 GROUP INSTRUCTION IN

BRASS 2 F, S

Practical instruction in playing all brass instruments.

112 GROUP INSTRUCTION IN

BRASS 1 F, S

Continuation of 111 with concentration on one brass instrument.

113 GROUP INSTRUCTION IN

STRINGS 2 F, S

Practical instruction in playing the violin, viola, cello and string bass.

114 GROUP INSTRUCTION IN

STRINGS 1 F, S

Continuation of 113 with concentration on one stringed instrument.

115 GROUP INSTRUCTION IN

WOODWINDS 2 F, S

Practical instruction in playing all woodwind instruments.

116 GROUP INSTRUCTION IN

WOODWINDS 1 F, S

Continuation of 115 with concentration on one woodwind instrument.

- 117 GROUP INSTRUCTION IN PERCUSSION** 2 F, S
Practical instruction in playing and methods of teaching percussion instruments.
- 121 GROUP INSTRUCTION IN PIANO** 2 F, S
For students who have had little or no formal piano study and who are not music majors or music minors. Enrollment and placement only by permission of the Group Piano Coord. May be repeated to total four hours.
Harmonization, sight-reading and transposition, technical studies, and solo ensemble repertoire.
- 122 GROUP INSTRUCTION IN PIANO** 2 F, S
Music majors and minors with little or no keyboard skills. Enrollment and placement by permission of the Piano Coord. A syllabus of piano proficiency requirements is available from the music office and the Group Piano Coord. May be repeated to total eight hours.
- 126 GROUP INSTRUCTION IN VOICE** 2 F, S
May be repeated.
Practical instruction in singing, English and Italian diction. Successful completion of 126 by audition before members of voice faculty is prerequisite for admittance to 137.
- 127 FOREIGN LANGUAGE DICTION FOR SINGERS** 2 F, S
MUS 126 or ap mus—voc or conc reg.
German and French diction through the study of art songs in both languages.
- 131-138 APPLIED MUSIC** 1-2 ea F, S
May be repeated. Permission of appropriate coord one sem in advance of reg.
Brass 131; harpsichord, 132; organ, 133; percussion, 134; piano, 135; strings, 136; voice, 137; woodwinds, 138.
- 139 ENSEMBLE** 1-2 US F, S
May be repeated.
Study and performance of chamber music in a variety of combinations of instruments.
- 140 ACCOMPANYING** 2 F, S
Technique and skills of accompanying singers and instrumentalists, including experience in providing accompaniments for other students.
- 151 SURVEY OF MUSIC LITERATURE** 2 US F, S
Credit toward a music degree may be earned only in special sections.
Music representative of the various periods and styles.
- 152 MUSIC OF 20th CENTURY AMERICA** 2 US F, S
MUS 151 or cons inst. Credit toward a music degree may be earned only in special sections.
Particular eras, media, and styles are explored.
- 161 MARCHING BAND TACTICS** 2 F
Participation required marching band during the football season.
Rudiments of marching band.
- 167 BASIC CONDUCTING** 2 F, S
Fundamentals, score reading, rehearsal procedures and practical experience in work with choral or instrumental media.
- 171 MUSIC SKILLS FOR CLASSROOM TEACHERS** 2 F, S
Basic skills and fundamentals of music for students in the Elementary and Special Education curricula who do not read music.
- 181-188 PERFORMING ORGANIZATIONS** 1 US F, S
Max 12 hours of 181-188 and 281-288 may be counted toward a degree.
Participation in the major organizations: Concert. Varsity or University Band, 181; Symphony Orchestra, 182; Redbird Singers, 183; Concert Choir, 184; Men's Glee Club, 185; Treble Choir, 186; Oratorio Choir, 188.
- 201 THEORY** 2 F, S
MUS 104 or cons of Theory Coord.
Review of all aspects of traditional harmony. Introduction and analysis of formal schemes of classical literature such as rondo, sonata, and theme and variations.
- 202 THEORY** 2 F, S
MUS 201 or cons of Theory Coord.
Study, analysis, and writing of eighteenth-century contrapuntal forms such as the invention, canon, and fugue.
- 209 ORCHESTRATION** 2 S
Scoring for orchestras and bands, focusing on tonal balance, color, timbre, and technical problems.
- 210 CHORAL ARRANGING** 2 F, S
Arranging music for large and small vocal ensembles; emphasis on needs of public school vocal teacher.
- 218 JAZZ IMPROVISATION** 1 2 F, S
Fundamentals in improvising or extemporaneous playing; opportunity to perform improvised solos, both on standard chord changes and original compositions.
- 231-238 APPLIED MUSIC** 1-2 ea F, S
May be repeated. Permission of appropriate coord one sem in advance of reg.
Advanced brass, 231; harpsichord, 232; organ, 233; percussion, 234; piano, 235; strings, 236; voice, 237; woodwinds, 238.
- 239 ENSEMBLE** 1-2 US F, S
May be repeated.
Study and performance of chamber music in a variety of combinations of instruments.
- 250 THE ARTS AND MODERN MAN** 2 US F, S
Selected works from music, theatre and visual arts.

- 252 *LITERATURE OF MUSIC* 2 F, S
MUS 151 or cons inst.
 Chamber music—instrumental and vocal literature for solos and small ensembles.
- 253 *MUSIC HISTORY AND LITERATURE THROUGH THE 17th CENTURY* 3 US F, S
- 254 *MUSIC HISTORY AND LITERATURE FROM THE 18th CENTURY TO THE PRESENT* 3 US F, S
MUS 253.
- 255 *MUSIC HISTORY AND LITERATURE, 20th CENTURY* 3 F
MUS 254.
- 256 *MUSIC HISTORY AND LITERATURE, 17th AND 18th CENTURIES* 3 S
MUS 254.
 Development of music during the 17th and 18th centuries including nationalities, schools, styles, and form.
- 257 *MUSIC HISTORY AND LITERATURE OF THE 19th CENTURY* 3 F
 Musical developments in the 19th century; romanticism, impressionism, the orchestra, opera, art song, other large and small forms.
- 258 *MUSIC HISTORY AND LITERATURE OF THE RENAISSANCE* 3 S
MUS 253.
 Artistic and social conditions of the 15th and 16th centuries in Europe, sacred and secular vocal music, instruments, forms, theoretical practices.
- 261 *CURRENT TRENDS IN INSTRUMENTAL MUSIC* 3 F, S
 Administration and supervision of instrumental music in elementary and secondary schools, methods and materials in current use, and current research related to instrumental music teaching.
- 262 *MUSIC EDUCATION* 3 F, S
Cons dept chm for non-MUS maj.
 Survey of music in the kindergarten and grades one through six; current practices in teaching music; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program.
- 263 *BAND SCORING* 2 F
 Instrumentation for bands; scoring for outdoors; transcription from other media; editing of scores.
- 264 *MUSIC EDUCATION* 3 F, S
Cons dept chm for non-MUS maj.
 Survey of music in grades seven through twelve; current practices in teaching music; materials used for singing, listening, and creative activities; planning of music suitable for the activities program.
- 268 *CONDUCTING (CHORAL)* 2 F, S
MUS 167 or cons inst.
 Further development of conducting skills; principles

of vocal production, rehearsal procedures, and problems of conducting choral music from all historical periods.

- 269 *CONDUCTING (INSTRUMENTAL)* 2 F, S
MUS 167 or cons inst.

Further development of conducting skills with attention given to interpretation of representative instrumental works of master composers.

- 270 *MUSIC LITERATURE FOR CHILDREN* 2 F, S
For teachers, principals, and supervisors in elementary schools.

Music interests of children in the various grades; music literature to develop these interests and promote growth; music suitable for use in various units in activities program.

- 277 *MUSIC EDUCATION IN THE ELEMENTARY GRADES* 3 F, S
MUS 171 or equiv. For classroom teachers and elementary principals. No credit for MUS maj.

Techniques and materials for teaching music in kindergarten through six.

- 281-288 *PERFORMING ORGANIZATIONS* 1 US F, S
Max 12 hours of 181-188 and 281-288 may be counted toward a degree.

Participation in major organizations; Concert, Varsity, or University Band, 281; Symphony Orchestra, 282; Redbird Singers, 283; Concert Choir, 284; Men's Glee Club, 285; Treble Choir, 286; Community-University Oratorio Choir, 288.

- 301 *FORM AND ANALYSIS IN MUSIC* 3 F, S

Structure of music from simple binary and ternary forms to rondo, theme and variations, and sonata forms.

- 303 *MODAL COUNTERPOINT* 3 F, S
MUS 104 or cons inst.

Study of C clefs and church modes; practical experience through writing species counterpoint in two and three parts; combined counterpoint in three voices; writing without cantus firmus; four-voice writing.

- 304 *TWENTIETH CENTURY THEORY* 3 F, S
MUS 104 or cons inst.

Idiomatic intervals and scale materials, construction of chords, in seconds, thirds, and fourths; added-note chords, polychords; compound and mirror harmony; harmonic direction; timing and dynamics, embellishment and transformation, key centers, harmonic synthesis.

- 305 *COMPOSITION* 3 F, S
 Free composition in larger forms.

- 307 *SURVEY OF MUSIC THEORY* 2 F
 Review of analytical techniques and procedures. Emphasis on tonal music.

309 **ADVANCED ORCHESTRATION** 3 S
MUS 209 or cons inst.

330 **PEDAGOGY AND LITERATURE** 2 F, S
(brass, woodwind, percussion, voice, strings, piano, organ)

May be repeated. More than one area may be taken concurrently.

Methods of teaching, class and individual instruction; emphasis on technique and a comparison of various teaching procedures. Survey of important literature and composers for each medium.

331-338 **APPLIED MUSIC** 1-2 ea F, S
May be repeated. Permission of appropriate coord one sem in advance of reg.

Individual instruction in brass, woodwinds, percussion, strings, voice, piano, organ, harpsichord, and harp.

351 **THE OPERA** 2 US F
MUS 254 or cons inst.

Historical development of opera; emphasis on stylistic elements and trends of the various periods. Plots and music through recordings, piano scores, full scores, live performances.

353 **HYMNOLOGY** 3 F
Christian hymns from early Greek and Roman times. Various denominational hymnals are examined and evaluated.

354 **SACRED MUSIC REPERTOIRE** 2 S
Reading and evaluating choral literature of all periods, covering motets, anthems, plainchant, and responses for adult and children's choirs. Attention given to organ music, instrumental music, cantata and oratorio.

357 **MUSIC BIBLIOGRAPHY** 2 F
Introduction to methods of research. Critical examination of dictionaries, encyclopedias, catalogs and other aids to research.

358 **NOTATION** 2 S
Black notation in Medieval music: square, pre-Franconian. Tablatures and white notation in Renaissance solo and ensemble music.

361 **INSTRUMENTAL TECHNIQUES** 3 F, S
Problems and procedures in developing instrumental classes and organizations.

363 **CHORAL TECHNIQUES** 2 F, S
Course in conducting or practical experience. Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building.

366 **ACOUSTICS OF MUSIC** 3 F, S
Physical measurement of musical tone in relation to the problems in the classroom, the rehearsal, and the performance.

371 **MUSIC FOR THE EXCEPTIONAL CHILD** 3 F, S
Trends in music education for exceptional children. Techniques and materials for a functional program

of singing, playing, listening, and creative activities.

377 **MUSIC EDUCATION IN THE ELEMENTARY GRADES** 3 F, S
MUS 262 or 277. For elementary classroom teachers, music teachers, and music supervisors.

Purposes, content, materials and teaching procedures in general music classes in elementary schools; supervisory practices, in-service workshops and curriculum planning.

384 **OPERA PRODUCTION** 3 F, S
Approval Music Theatre Director.

Operas and musicals; problems of presenting high school and college productions. Participate in production of an opera or musical.

402 **FORM AND ANALYSIS IN MUSIC** 3 F, S
Continuation of Music 301; emphasis on harmonic structure.

404 **CHROMATIC HARMONY** 3 F, S
Major creative project required.

Practical experience in writing polyphonically and homophonically using various kinds of embellishments and chromatically altered tones.

431-438 **APPLIED MUSIC** 2-4 ea F, S
May be repeated. Permission of appropriate coord one sem in advance of reg.

Individual instruction in brass, woodwinds, percussion, strings, voice, piano, organ, harpsichord, and harp.

439 **ENSEMBLE** 1-2 F, S
Tryout. Permission of appropriate Coord 1 sem in advance of reg.

Chamber music in any suitable combination of instruments or voices.

452 **THE SYMPHONY** 3 S
Survey of the symphony orchestra and symphonic literature from early eighteenth century to the present day. Recordings, orchestral scores, and piano scores.

453 **STUDIES IN MUSICOLOGY** 3 S
MUS 357 or cons inst.

454 **HISTORY OF MUSICAL INSTRUMENTS** 2 F
Evolution of musical instruments from the origins to present; music and general culture. Development of primitive, Oriental, and western instruments.

455 **MUSIC IN AMERICA** 3 F
Indigenous and borrowed influences in American music from time of early settlements through periods of expansion to present day activities. Background of American musical style and culture and an understanding of present trends.

456 **STUDIES IN SACRED MUSIC** 3 S
Discussion, observation or practice in field of sacred music; emphasis on current trends. Projects in research.

- 460 **PSYCHOLOGY OF MUSIC EDUCATION** 3 S
Psychology of music and the psychology of learning in relation to practical applications in music education.
- 461 **SEMINAR IN MUSIC EDUCATION** 3 F
Aesthetic theory and educational theory in relation to current and persistent issues in music education.
- 464 **PEDAGOGY OF THEORY** 2 S
Teaching experience or advanced standing in theory.
Analysis of current practices in teaching theory; techniques of teaching during regular rehearsal of performing groups; analysis of source material. Project: development of a practical course in theory.

Philosophy

Chairman: Kenneth C. Kennard, 333D Stevenson Hall.

Professor:

- Kennard, Kenneth C. Ph.D., Northwestern
- Assistant Professor:*
- Andrade, Louis E. Ph.D., Nebraska
- Calvert, Carl A. M.A., Washington
- Godow, Rew A. M.A., Illinois
- Goodrum, Craig R. B.A., Texas
- Gowen, Julie Ph.D., Wisconsin
- Hannaford, William E. Ph.D., Colorado
- Mann, William E. Ph.D., Minnesota
- Rosenbaum, Stephen E. M.A., Illinois
- Stell, Lance K. M.A., Michigan

- 100 **SOCIAL PHILOSOPHY** 3 US F, S
Philosophical foundations of society. Emphasis on theories of man, rights, freedom and responsibility.
- 110 **LOGIC** 3 US F, S
Logical and illogical reasoning in practical affairs and organized disciplines. Informal fallacies, uses of language, definition, verbal disputes, vagueness, ambiguity.
- 120 **PHILOSOPHY OF RELIGION** 3 US F, S
Philosophical analysis of selected religious concepts and beliefs including God's existence, evil, miracles, religious experience, faith, and morality.
- 130 **INTRODUCTION TO PHILOSOPHY** 3 US F, S
Selected problems in philosophy of religion, ethics, metaphysics, and epistemology as discussed by important philosophers of the past and present.
- 200 **TOPICS IN SOCIAL AND POLITICAL PHILOSOPHY** 3 US S
May be repeated.
A selected problem in social philosophy—the justifica-

- 468 **CONDUCTING** 2 F, S
For experienced teachers.
Critical examination of scores with reference to tempo, phrasing, nuance, balance, timbre, and baton techniques involved.
- 491 **INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN MUSIC** 3 F, S
See EDU 491.
- 497 **RESEARCH SEMINAR** 3 F, S
Bibliography, methods of scholarly research and critical evaluation of research.
- 499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

tion of authority, theories of justice, or philosophical foundations of Marxism or liberalism.

- 203 **EXISTENTIALISM** 3 US F
Development of the existentialist viewpoint during the last two centuries; attention to its implications on twentieth-century culture.
- 206 **PHILOSOPHY OF SOCIAL SCIENCE** 3 US S
Can disciplines concerning man and society be scientific? The nature of theories, methods, and special features of the social sciences.
- 207 **ORIENTAL PHILOSOPHY** 3 US F, S
An examination of the philosophical traditions of China, India, or Japan.
- 208 **PHILOSOPHY OF LAW** 3 US F
Concepts of law, rights, property, contract, justice, and justification of legal institutions in positivistic and natural law theories.
- 209 **PHILOSOPHY OF HISTORY** 3 US S
Speculative and analytical approaches to problems of historical objectivity, knowledge, inevitability, explanation, and pattern or progress in history.
- 210 **SYMBOLIC LOGIC** 3 US F, S
The sentential and first-order predicate calculi. Nature of formal deductive systems and their properties.
- 211 **PHILOSOPHY OF SCIENCE** 3 US F, S
General features and desirable properties of scientific theories, historical development of scientific knowledge, logic of basic scientific concepts.

231 AESTHETICS 3 US *F, S*
Analysis of principles and concepts typically used in discussing the nature, interpretation, appreciation, and criticism of art.

232 ETHICS 3 US *F, S*
Representative ethical and metaethical theories. Ethical justification, resolution of moral conflicts, competing concepts of value, obligation, responsibility, and moral relativism.

254 HISTORY OF PHILOSOPHY I 3 US *F, S*
Ancient and medieval philosophy, emphasizing interrelations of outstanding figures, and historical development of major philosophical ideas and problems.

255 HISTORY OF PHILOSOPHY II 3 US *F, S*
Historical development of major philosophical ideas and problems from the sixteenth to the nineteenth centuries, emphasizing interrelations of outstanding figures.

302 CONTEMPORARY PHILOSOPHY 3 US *S*
One PHI course or cons inst.
One or more major philosophic movements of the twentieth century through critical analysis of selected writings of important representatives.

320 PHILOSOPHY AND COMPARATIVE RELIGION 3 US *S*
Two PHI courses or cons inst.
Which, if any, of the religions truly picture ultimate reality? What evidence is there of religious truth. e.g. religious experience?

350 TOPICS IN THE HISTORY OF PHILOSOPHY 3 US *F*
PHI 254 or 255 or cons inst. May be repeated.
Intensive examination of some major figure or movement in the history of philosophy such as Plato, Kant, or British Empiricism.

360 PHILOSOPHY OF MIND 3 US *S*
Two PHI courses or cons inst.
Dualistic, materialistic and behavioristic theories of mind. Knowledge of other minds. Mental concepts like intention, dreaming, memory, and action.

361 EPISTEMOLOGY 3 US *S*
Two PHI courses or cons inst.
Classical and contemporary theories of knowledge. Problems of meaning, truth, certainty, apriori knowledge, induction, and perception.

362 METAPHYSICS 3 US *F*
Two PHI courses or cons inst.
Classical and contemporary metaphysical theories. Problems of substance, change, universals, time, space, mechanism, teleology, and freedom.

390 INDEPENDENT STUDY 1-3
One PHI course, cons inst., cons dept. chm.

Physics

Chairman: Harold J. Born, 104 Felmley Hall of Science.

Professor:

Born, Harold J. Ph.D., Iowa State
Crew, John E. Ph.D., Illinois
Dalluge, Deverne H. Ed.D., Kentucky

Associate Professor:

Frahm, Charles P. Ph.D., Georgia Institute of Technology
Luther, Marvin L. Ph.D., Virginia Polytechnic Institute

Schroerer, Juergen M. Ph.D., Cornell University

Assistant Professor:

Edwards, Philip P. M.A., George Peabody College
Greeneth, Glen E. M.A., Washington (St. Louis)
Jesse, Kenneth E. Ph.D., Arizona State
Pratt, Theodore A.E.C. Ph.D., Carnegie-Mellon
Tsien, Thomas N. Ph.D., Houston
Warren, George P. M.S., Illinois
Young, Robert D. Ph.D., Purdue

100 SCIENCE AND SOCIETY 3 US *F, S*
For non-science majors.

Role of Physics in contemporary society, emphasizing scientific and technological aspects of social problems.

101 INTRODUCTION TO ASTRONOMY 3 US *F, S*
For non-science majors.

Basic astronomy and relation of astronomy and space travel to other human endeavors.

102 ASTRONOMY LABORATORY 1 US *F, S*
PHY 101 or cons inst.

Optional lab to complement and extend concepts developed in PHY 101.

105 FUNDAMENTALS OF PHYSICS 4 US *F, S*
HS Algebra or MAT 107. No credit for students who have completed PHY 106, 108, 110 or equiv.
For non-science majors. Lecture and laboratory.
Applications of the principles of physics to everyday living.

108 GENERAL PHYSICS 5 US *F, S*
MAT 107 or 2 sem HS Algebra. No credit for students who have completed PHY 105, 106, 110 or equiv. Lecture and laboratory. First Sem of a two sem sequence.
Mechanics, wave motion, sound, heat.

109 GENERAL PHYSICS 5 US *F, S*
PHY 108. No credit for students who have completed PHY 105, 106 or the equiv. Lecture and laboratory. Continuation of PHY 108.
Magnetism, electricity, electronics, optics, and radiation.

110 GENERAL PHYSICS 5 US F, S
MAT 115 or 135 or conc reg. No credit for
students who have completed PHY 105, 106, 108
or equiv. Lecture and laboratory.
Same as PHY 108 utilizing concepts of calculus.

111 GENERAL PHYSICS 5 US F, S
PHY 110 and MAT 116 or 136 or conc reg.
Continuation of PHY 110.

201 MODERN ASTRONOMY 3 US S
PHY 101 and HS Algebra. No credit toward
major or minor in physics or physical science.
Student-selected topics examined in light of related
physical laws. Results of current space programs.

220 MECHANICS 3 F
PHY 109 or 111 and MAT 116 or 136.
Particle kinematics and dynamics, oscillations, cen-
tral force motion, rigid body dynamics.

225 THERMAL PHYSICS 3 S
PHY 109 or 111 and MAT 116 or 136 or conc
reg.
Thermodynamics, kinetic theory and statistical me-
chanics with applications to physics, chemistry, bi-
ology and engineering.

230 OPTICAL PHYSICS 3 F
PHY 109 or 111 and MAT 116 or 136.
Doppler's and Huggen's principles, lenses, disper-
sion, interference, electromagnetic theory.

240 ELECTRICITY AND MAGNETISM 3 F
PHY 109 or 111 and MAT 116 or 136.
Electrostatics, electric and magnetic fields, AC and
DC circuits, Maxwell's equations.

250 INTERMEDIATE PHYSICS 3
PHY 109.
Not open to majors or minors in physics or physical
science. Non-calculus modern physics.

252 MODERN PHYSICS 3 S
PHY 109 or 111 and MAT 116 or 136.
Atomic and molecular physics; introduction to rela-
tivity, quantum theory and solid state physics.

270 ADVANCED LABORATORY IN
PHYSICS 1-2 F, S
Six hours of 200-level PHY theory courses or
cons inst. Max of 4 hrs may be applied toward
major in PHY.

Use of precision instruments and performance of
fundamental experiments.

290 RESEARCH IN PHYSICS 1-3 F-S
20 hrs PHY or cons dept chn. May be repeated
to total 3 hrs. 3 hrs conference, laboratory or
library research per week for each hr of credit.
Development of better understanding of significance

of research in physics through study of a research
problem.

300 BASIC CONCEPTS OF PHYSICS 3
HS Algebra. Not open to majors and minors
in PHY or physical science.
Basic treatment of physics for teachers of elementary
science.

301 PROBLEMS IN THE TEACHING OF
HIGH SCHOOL PHYSICS 3
16 hrs in PHY or cons inst. Does not apply
toward major in PHY or physical science non-tchr
program.
Modern methods and problems confronting teachers
of high school physics.

302 MUNICIPAL AND INDUSTRIAL
SCIENCE 3
PHY 111, CHE 141, 6 hrs in CHE or PHY at
200 level.
Field trips to municipal and industrial facilities, with
coordinated lectures and discussion.

315 ASTROPHYSICS 3 S
PHY 109 or 111 and MAT 116 or 136.
Planetary and stellar astronomy; structure and evolu-
tion of stars and galaxies; cosmology.

320 MECHANICS 3
PHY 220 and MAT 175 or 340.
Transformations of coordinate systems; oscillations;
calculus of variations; Lagrangian and Hamiltonian
dynamics; rigid body dynamics; classical wave equa-
tion.

340 ELECTRICITY AND MAGNETISM 3 S
PHY 240.
Boundary value problems; electrical measurements;
electromagnetic waves; selected topics.

384 INTRODUCTION TO QUANTUM
MECHANICS 3 F
PHY 252 and MAT 340.
Mathematical formulation of quantum theory and
applications to simple systems.

385 ADVANCED MODERN PHYSICS 3 S
PHY 384 or PHY 252 and cons inst.
Atomic and nuclear physics, electromagnetic radiation,
radioactivity, nuclear reactions.

387 METHODS OF MATHEMATICAL
PHYSICS 3 F
PHY 220 and 240 or cons inst.
Partial differential equations of physics, chemistry
and engineering; Orthogonal functions; Fourier series
and special functions.

Political Science

Chairman: Hibbert R. Roberts, 306 Schroeder Hall.

Professor:

Kohn, Walter S. G.

Ph.D., New School for Social Research

Associate Professor:

Honan, Joseph C.

Ph.D., Missouri

Mead, Walter B.

Ph.D., Duke

Roberts, Hibbert R.

Ph.D., Washington

Verner, Joel G.

Ph.D., Kansas

Zeidenstein, Harvey G.

Ph.D., New York

Assistant Professor:

Chung, Hoon M.

Ph.D., Pennsylvania

Eimermann, Thomas E.

Ph.D., Illinois

Elder, Ann H.

M.A., Illinois

Gordon, George J.

Ph.D., Syracuse

Gueguen, John A.

Ph.D., Chicago

Hunt, Robert W.

A.M., Princeton

Monroe, Alan D.

Ph.D., Indiana

Roberts, Frederick J.

Ph.D., Princeton

Schauer, William H.

Ph.M., Kansas

Wilson, Thomas D.

M.A., Illinois

Lecturer:

Wheatley, Elizabeth K.

B.S., Western Michigan

In meeting program requirements in Political Science, the student should note that the courses are considered in areas, as follows:

- I. Political Philosophy, Theory, and Methodology: 262, 264, 313, 362, 363, 397.
- II. American Politics: 105, 211, 213, 215, 217, 221, 222, 229, 310, 312, 329.
- III. Comparative Politics: 141, 241, 242, 243, 244, 245, 306, 344, 345, 346, 347, 348.
- IV. International Relations: 251, 252, 253, 351, 354, 356.
- V. Public Law and Public Administration: 231, 315, 316, 330, 331, 390.

105 AMERICAN GOVERNMENT AND

POLITICS 3 US

F, S

141 COMPARATIVE EUROPEAN

GOVERNMENT 3 US

F, S

Structure, function, and political processes of European governments. Emphasis on Britain, Soviet Union, France, and West Germany.

211 AMERICAN POLITICAL

PARTIES 3 US

S

213 CONGRESSIONAL

POLITICS 3 US

F, S

Major congressional institutions and proposals for their reform, primarily through play of classroom game-simulations.

215 AMERICAN JUDICIAL

PROCESS 3 US

F, S

Introduction to the major elements of the judicial system: police, lawyers, juries, and judges. Concentrates on organization and behavior.

217 AMERICAN PRESIDENCY 3 US S

The presidency is examined pre-eminently as an office of political influence, decision-making, and policy implementation.

221 AMERICAN STATE AND LOCAL

GOVERNMENT 3 US

F, S

Structures and functions of state and local governments. Includes discussion of comparative state and local politics and policy outputs.

222 URBAN POLITICS AND

PROBLEMS 3 US

F, S

A systems analysis of the processes and interactions of the environmental, social, economic, and power components of urban political systems.

229 AMERICAN POLITICAL

EXTREMISM 3 US

F

Examination of extremists, individuals, and movements in America; special emphasis on the present.

231 PUBLIC ADMINISTRATION 3 US F, S

Mission, structure, function, politics, and public policy development of public administration, including parameters of public finance and personnel.

241 BRITISH GOVERNMENT 3 US

Intensive study of the structure and process of the government of Britain and its political process.

242 SOVIET GOVERNMENT AND

POLITICS 3 US

F, S

243 COMMUNIST POLITICAL

THOUGHT 3 US

F, S

244 POLITICS OF DEVELOPING

AREAS 3 US

F

Also offered as SOA 244.

Analysis of the political systems of newly industrializing societies—primarily of Asia, but also of Latin America and Africa.

245 REVOLUTIONARY

LEADERSHIP 3 US

S

May be repeated.

Investigation of the role of revolutionary leaders in the independence movements and political development of emerging nations.

251 INTERNATIONAL

RELATIONS 3 US

F, S

Examination of the international political system; focuses upon factors that influence inter-nation behavior.

252 INTERNATIONAL

ORGANIZATIONS 3 US

S

Introduction to the role of international organizations in world affairs and policies of individual nations and private groups.

- 253 FOREIGN POLICIES OF MAJOR POWERS 3 US F
A comparative analysis of the objectives, formulation, and implementation of foreign policies of the U.S., U.S.S.R., China, and other powers.
- 262 MODERN POLITICAL PHILOSOPHY 3 US F, S
From Machiavelli through Marx.
- 264 PERSONALITY AND POLITICS 3 US F, S
Introductory consideration of psychological factors useful for the analysis of political behavior.
- 306 REGIONAL AND AREA STUDIES 1-9
Cons inst. Usually given cooperatively with other depts.
Intensive study of particular lands, environments, cultures, and peoples.
- 310 VOTING AND ELECTIONS 3 US F
Intensive investigation of U.S. voting behavior and electoral process; includes instruction in analysis techniques.
- 312 PUBLIC OPINION 3 US F, S
POS 105 or SOA 106. Also offered as SOA 312.
- 313 COLLECTIVE DECISION-MAKING 3 US S
Game theory approach to decision-making in large groups, including legislatures, unions, oligopolies, bureaucratic organizations, and inter-nation negotiations.
- 315 CONSTITUTIONAL LAW: FUNCTIONS AND POWERS 3 US S
Major Supreme Court decisions on federalism, separation of powers, taxation, commerce, voting, and citizenship.
- 316 CONSTITUTIONAL LAW: CIVIL LIBERTIES 3 US F
Major Supreme Court decisions involving rights of the accused, discrimination, free expression, and freedom of religion.
- 329 INTERGOVERNMENTAL RELATIONS 3 US F
Federalism in theory and practice, focusing on U.S.; politics and policy in intergovernmental contexts; recent initiatives and current problems.
- 330 PROBLEMS OF PUBLIC ADMINISTRATION 3 US F, S
Varied approaches to problems relevant to public policy, organization development, management, staff, or personnel concerns, or applied behavioral techniques.
- 331 PUBLIC PERSONNEL ADMINISTRATION 3 US
The personnel process in American bureaucracy; matching the individual and the job; employer-employee relations; employee motivation; problems and prospects.
- 344 POLITICAL DEVELOPMENT AND NATION BUILDING 3 US F, S
Analysis of newly industrializing societies, featuring discussion of major social and psychological theories of political change and development.
- 345 ASIAN POLITICS 3 US
May be repeated.
Comparative studies in the government and politics of selected Asian nations.
- 346 CENTRAL AMERICAN POLITICS 3 US
Politics of Central American integration and politics of the six countries of the Isthmus.
- 347 SOUTH AMERICAN POLITICS 3 US
Politics of development and regional integration in South America, using selected countries as examples.
- 348 VIOLENCE AND MODERNIZATION 3 US
Theoretical analysis of major political "breakdowns" (turmoil to civil war) in contemporary societies, particularly those in the developing world.
- 351 INTERNATIONAL LAW 3 US S
Political nature, legal principles, and juridical procedures and cases of contemporary international law.
- 354 SOVIET FOREIGN POLICY 3 US F, S
- 356 AMERICAN FOREIGN POLICY 3 US F, S
- 362 CLASSICAL POLITICAL PHILOSOPHY 3 US F, S
Introduction to the origin and development of inquiry about man's life in political association.
- 363 AMERICAN POLITICAL THEORY 3 US F, S
Previous exposure to political theory assumed.
Political ideas of recent and contemporary American thinkers.
- 390 INTERNSHIP 1-6 F, S
Cons inst.
Planned, supervised experience in a governmental or community organization, providing on-the-job training and introduction to public service careers.
- 397 INTRODUCTION TO RESEARCH 3
Research design and tools of empirical political analysis.
- 411 SEMINAR IN AMERICAN POLITICS 3 F
- 421 SEMINAR IN STATE AND LOCAL GOVERNMENT 3
- 422 SEMINAR IN URBAN POLITICS 3 S
- 431 SEMINAR IN PUBLIC ADMINISTRATION 3

- | | | | |
|--|---|---|------|
| 432 SEMINAR IN JUDICIAL POLITICS 3 | S | 490 READINGS IN POLITICAL SCIENCE 1-3 | F, S |
| 441 SEMINAR IN COMPARATIVE POLITICS 3 | S | 491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING IN POLITICAL SCIENCE 3 | F, S |
| 451 SEMINAR IN INTERNATIONAL RELATIONS 3 | F | See EDU 491. | |
| 452 SEMINAR IN INTERNATIONAL ORGANIZATIONS AND LAW 3 | | 497 SEMINAR IN METODOLOGY 3 | F |
| 461 SEMINAR IN POLITICAL THOUGHT 3 | | 499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 | F, S |
- Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Professional Laboratory Experiences

Head: Cecilia J. Lauby, 217B Moulton Hall.

Professor:

Dieterle, Louise E. Ed.D., Loyola
Lauby, Cecilia J. Ed.D., Indiana

Associate Professor:

Hrudka, Quinn L. Ed.D., Indiana

Assistant Professor:

Boge, David S. M.A., Illinois State
Jones, Paul H. Adv. Cert., Illinois
Kachur, Donald S. Ed.D., Indiana
Litchfield, Harlan D. M.A., Bradley
McAteer, John F. Ph.D., Southern Illinois
Vaughn, Thomas W. M.A. in Ed., Murray State College

Instructor:

Heider, Stephen D. M.S., Indiana State
Pictor, Ann M. M.S., Indiana State

399 STUDENT TEACHING 1-10

For high school student teaching, PSY 215 and

EDU 216 or the completion of the required prerequisites in EDU 200; for junior high school student teaching, EED 290; for student teaching in SED, one of EED 270, 280, or 290; for student teaching in EED, one of EED 270, 280, or 290 or satisfactory completion of EED 252, Core III. Satisfactory preparation in the area of specialization. Approval of chm of PLE. One sem's work in residence (or its equiv) at Illinois State University. For further information and other regulations see pp. 44-48.

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. High school student teaching assignments include work in special methods in the subjects taught.



Psychology

Chairman: Walter H. Friedhoff, 100C Psychology Office Building.

Professor:

Berlo, David K. Ph.D., Illinois
 Brown, R. Elizabeth Ph.D., Northwestern
 Cashen, Valjean M. Ed.D., Colorado State College
 Crist, Robert L. Ph.D., Purdue
 Friedhoff, Walter H. Ph.D., Iowa
 Gnagey, William J. Ph.D., Wayne State
 Hogan, Robert A. Ed.D., Case Western Reserve
 Holmes, Frank J. Ph.D., New York
 Lemke, Elmer A. Ph.D., Wisconsin
 McCoy, George F., Jr. Ph.D., Illinois
 Ramseyer, Gary C. Ph.D., Iowa

Associate Professor:

Carrington, Dorothy H. Ed.D., Florida State
 Chesebro, Patricia A. Ph.D., Illinois
 Clark, Herbert E. Ph.D., Purdue
 Fitzpatrick, Eugene D. Ed.D., Colorado State College of Education
 Gamsky, Neal R. Ph.D., Wisconsin
 Grupe, Audrey J. Ph.D., Illinois
 Jacks, Irving Ph.D., New York
 Johnson, James J. Ph.D., Northwestern
 Leicht, Kenneth L. Ph.D., Northwestern
 Lewis, Marjorie L. Ph.D., Illinois
 Schmidt, Donald P. Ph.D., Washington
 Vernon, Walter M. Ph.D., Washington University (St. Louis)

Assistant Professor:

Berk, Laura R. Ph.D., Chicago
 Colson, Charles E. Ph.D., Illinois
 Cooper, Merri-Ann B.A., Brooklyn College
 Gill, Noel C. Ph.D., Minnesota
 Godow, Annette G. B.S., Illinois
 Goldstein, Melvin A. M.A., Bucknell
 Hutter, Samuel L. M.S., Illinois
 Jones, Duane L. Ph.D., Denver
 Jorgensen, Margaret M.A., Denver
 Lamb, Douglas H. Ph.D., Florida State
 Pollack, Dennis R. M.A., San Jose State College
 Redding, Gordon M. Ph.D., Wisconsin
 Rumery, Robert E. Ph.D., Illinois
 Silver, Robert J. Ph.D., Indiana
 Sodelt, Alan R. Ph.D., Missouri
 Varner, Donald L. Ph.D., Iowa
 Vinitsky, Michael H. Ph.D., Minnesota
 Waimon, Margaret B.S., College of the City of New York

Williams, Jeral R. Ph.D., Iowa
 Williams, Macon L. Ph.D., Ohio State

Instructor:

Crabtree, Jerry R. M.S., Illinois State
 Goebel, Barbara L. M.A., Illinois State
 Harris, Elizabeth L. M.S., Illinois State
 Sass, Edmund J. M.A., Illinois State

Lecturer:

Shiffer, Barbara L. Chicago

111 GENERAL PSYCHOLOGY 3 US F, S
Students may be expected to participate in experiments.

Introduction to the discipline of psychology as the scientific study of behavior with emphasis on general principles.

112 CHILD AND ADOLESCENT DEVELOPMENT 3 F, S
PSY 111.

Physical, social, emotional and mental development of the child from conception through adolescence.

131 SOCIAL PSYCHOLOGY 3 US F, S
PSY 111 or SOA 106. Also offered as SOA 131.

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

201 PSYCHOLOGICAL PRINCIPLES APPLIED TO CORRECTIONAL REHABILITATION 3 F
COR 101 and PSY 111.

Psychological concepts related to the behavior and treatment of offenders.

215 EDUCATIONAL PSYCHOLOGY 3 F, S
PSY 111. No credit by students who have had EED 210. Course is offered on a credit/no credit basis only. Designed for prospective high school teachers.

Application of psychology to education covering human learning in school setting; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

230 BUSINESS AND INDUSTRIAL PSYCHOLOGY 3 F, S
PSY 111.

Behavioral factors related to business and industry. Personnel practices, individual-group interaction. Leadership and morale, fatigue and safety and consumer behavior.

232 PERSONALITY 3 US F, S
PSY 111. Formerly Psychology of Adjustment.
 Representative personality theories and how they interact in today's society with normal and pathological patterns and the modification of these patterns.

290 SPECIAL PROJECTS 1-6 F, S
Cons dept chmn. and inst.

Majors in psychology can pursue areas of special interest independently and/or work on special projects. Community as well as University facilities are available.

292 PSYCHOLOGY SEMINAR 2
Senior standing, maj. and min. only
 Detailed study of specific area within the discipline.

301 DEVELOPMENTAL PSYCHOLOGY—

CHILD 3 US F, S
PSY 111.

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

302 DEVELOPMENTAL PSYCHOLOGY—

ADOLESCENCE 3 US F, S
PSY 111.

Motor, cognitive, and emotional development and personality growth of the adolescent.

305 PSYCHOLOGY OF WOMEN 3 US S

PSY 111, PSY 131, or cons of inst.

Examination of psychological research, placing in perspective etiology and behavioral consequences of female- and male-oriented attitudes. Need for social change to permit human fulfillment.

320 HISTORY AND SYSTEMS OF

PSYCHOLOGY 3 F, S
12 hrs of PSY.

Historical antecedents of modern psychology, beginning with Aristotle. Modern psychology studied from a systems point of view.

330 EXPERIMENTAL

PSYCHOLOGY I 3 F, S
PSY 111.

Philosophy of science and different methods of inquiry; emphasis on experimental methodology. Application of principles through laboratory experimentation and demonstrations.

331 STUDIES IN EXPERIMENTAL

PSYCHOLOGY 3 F, S
PSY 330. May be repeated.

Research focusing on a particular content area (e.g., Operant Conditioning, Perception, Human Learning). Sections offered concentrate in different content areas.

333 EXPERIMENTAL ANALYSIS OF

BEHAVIOR 3 F, S
PSY 111.

Factors influencing various behavior patterns, emphasizing literature of laboratory experimentation with both human and animal subjects.

334 PSYCHOLOGICAL

MEASUREMENT 3 F, S
PSY 111.

Basic criteria by which psychological tests are evaluated; includes reliability, validity, and objectivity.

335 INTRODUCTION TO MATHEMATICAL

PSYCHOLOGY 3 S
PSY 111, MAT 110, MAT 120.

Role of mathematics in psychology. Application of mathematical models to problems of learning, perception, choice behavior, and social interaction.

340 STATISTICS I 3

F, S
PSY 111 or SOA 106. Also offered as SOA 340 and EDU 340.

Application and interpretation of basic statistics used in the behavioral sciences: Descriptive statistics, simple hypothesis testing and two-variable regression.

346 PSYCHOLOGY OF EXCEPTIONAL

CHILDREN 2 F, S
PSY 301 or 302 or EED 210 or equiv.

Intellectual, emotional, physical, or social deviations in individuals which create a need for modifications in their education, training, and/or treatment.

347 BEHAVIOR DISORDERS IN

CHILDREN 3 F, S
PSY 215 or EED 210.

Medical, psychological, sociological aspects of behavioral disorders of children.

348 MENTAL RETARDATION 3

F, S
PSY 215 or EED 210.

Medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects.

350 PSYCHOPATHOLOGY 3

F, S
12 hrs of PSY.

Behavior disorders; neuroses, psychoses, character disorders, mental deficiencies, and other psychopathological conditions.

352 HUMAN ABILITIES 3

F
PSY 334. Formerly PSY 452.

Nature, assessment and organization of human abilities. Conceptions of ability and role of genetic and environmental factors in development of general and specialized abilities.

360 LEARNING 3

F, S
PSY 111. Two sections offered, one focusing on application.

Experimental data on human learning; learning theory-learning data and theory in relation to education and training.

361 PERCEPTION 3

F, S
Nine hrs of PSY.

Cognitive processes related to other processes—sensation, attention, memory and other factors influencing perception.

363 PHYSIOLOGICAL PSYCHOLOGY 3

F, S
Nine hrs PSY.

Neurophysiological and biochemical substrates of behavioral processes including sensori-motor, preceptual, motivational, emotional and intellectual behaviors.

364 MOTIVATION 3

F, S
Nine hrs PSY.

Evolution of basic concepts leading to contemporary explanation of determiners of action with application to vocational, social and educational areas.

365 DYNAMICS OF SOCIAL

BEHAVIOR 3 F, S
PSY 131.

Individual and group interaction processes, small group behavior, collective behavior, social attitudes, attitude change, and other related topics.

416 ADVANCED EDUCATIONAL PSYCHOLOGY 3 F, S
PSY 215.

Application of psychological principles and concepts—learning, retention, transfer, intelligence, mental health, social class influences—to educational settings.

418 THEORIES OF LEARNING 3 F, S
PSY 330 or PSY 360.

Major contemporary learning theories and their relationship to experimental data.

420 THEORIES OF PERSONALITY 3 F, S
 Major theoretical formulations concerning personality; emphasis on their current status and evidential bases.

421 BEHAVIOR MODIFICATION 3 F, S
PSY 333, PSY 350, or PSY 464 or cons of inst.
 Techniques for changing behavior through manipulation of environment. General principles of conditioning plus application to patterns of problem behavior.

422 PRACTICUM: BEHAVIOR MODIFICATION 3
PSY 421.

Use of conditioning techniques under controlled conditions with students personally disturbed by minor behavior problems.

432 PSYCHODIAGNOSTICS I 3 F, S
PSY 350 or con reg and cons of inst.
 Training in individual mental testing; emphasis on the Binet and the Wechsler.

433 PSYCHODIAGNOSTICS II 3 F, S
PSY 432 and cons inst.
 Theory and practice in use of projective methods other than Rorschach.

434 PSYCHODIAGNOSTICS III 3 S
PSY 433.
 Multi-dimensional approaches to personality assessment with emphasis on the Rorschach test.

435 DIAGNOSTIC PROCEDURES 3 F, S
PSY 432, cons of inst, and grad standing in PSY.
 Application of observational, interview, and test data to diagnostic inference, emphasizing learning disability, central nervous system pathology, and differential diagnosis.

436 PRACTICUM 1-8 F, S
PSY 432 and PSY 464 and cons of supervisor.
May be repeated to total 8 hours.
 Clinical practice in university facilities and outside agencies. Provides training in diagnosis and treatment.

437 GROUP PSYCHOTHERAPY AND COUNSELING 3 F
PSY 464 and cons inst.
 Basic theoretical and empirical literature in group dynamics, and group psychotherapy and counseling, as well as direct experiences as group members and group leaders.

438 TECHNIQUES OF OBJECTIVE PSYCHOLOGICAL ASSESSMENTS 3 F
PSY 334 and cons inst.

Clinical application of representative techniques of objective measurement of personality, interests, and vocational and scholastic aptitudes; administration, scoring, and reporting results.

440 STATISTICS II 3 F, S
PSY 340. Also offered as SOA 440 and EDU 440.
 Logic of statistical inference: Interval estimation, complex hypothesis testing, and non-parametric techniques. Applications in behavioral sciences.

441 EXPERIMENTAL DESIGN 3 S
PSY 440. Also offered as SOA 441 and EDU 441.
 Statistical principles of experimental design; Selection, analysis, and interpretation of Analysis of Variance and Covariance designs in the behavioral sciences.

442 TEST THEORY 3 S
PSY 334 and PSY 340.
 Theory and principles of test reliability and validity, topics in test theory, statistical procedures applicable to psychometric methods.

443 PSYCHOMETRICS II—CORRELATIONAL ANALYSIS 3 S
PSY 334 and PSY 340.
 Theory and practice of the psychometric treatment of behavioral data. Topics include multiple, partial, factor and component analysis.

464 THEORIES AND TECHNIQUES OF COUNSELING 3 F, S
 Goals, methods and procedures of counseling as seen from differing theoretical positions. Interpersonal dimensions of counseling interviews. Case material illustrating applications in a variety of counseling situations.



465 VOCATIONAL COUNSELING 2 F, S
Identifying and using informational materials. Clarifying vocational choice theory, classification systems and other vocational concepts needed by counselors.

470 CLINICAL PSYCHOLOGY 3 F
Graduate standing in Clinical, Counseling, or School Psychology or cons of inst.
Historical, conceptual, and ethical foundations of clinical psychology as a scientific and professional field of endeavor; current issues and future trends.

480 SEMINAR IN PSYCHOLOGY 2-3 F, S
Cons inst.

481 COMMUNITY MENTAL HEALTH 3 S
PSY 350.

Conceptual models, typical programs, methods of analyzing communities, and methods for designing programs to deal with psychological and social problems in community settings.

491 INTERNSHIP-SEMINAR IN COLLEGE TEACHING OF PSYCHOLOGY 3
See EDU 491.

499 INDEPENDENT RESEARCH FOR THE MASTER'S THESIS 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Sociology - Anthropology

Chairman: Shailer Thomas, 204 Schroeder Hall.

University Professor:

Keeley, Benjamin J.

Ph.D., Nebraska

Professor:

Davis, F. James

Ph.D., Iowa

Grupp, Stanley E.

Ph.D., Indiana

Jelks, Edward B.

Ph.D., Texas

Pohlmann, Vernon C.

Ph.D., Washington (St. Louis)

Vedder, Clyde B.

Ph.D., Southern California

Associate Professor:

Baker, Paul J.

Ph.D., Duke

Huang, Lucy

Ph.D., Chicago

Moran, Mark R.

Ph.D., Ohio State

Schmitt, Raymond L.

Ph.D., Iowa

Thomas, Shailer

Ph.D., Michigan State

Assistant Professor:

Ambre, Daniel R.

M.S.W., St. Louis

Berry, Jimmy J.

Ph.D., Oregon

Bondavalli, Bonnie J.

A.M., Missouri

Borkovic, Embrie J.

Ph.D., Colorado

Calavan, Michael M.

B.S., Oregon

Clifton, A. Kay

Ph.D., Iowa

Dirks, Robert T.

Ph.D., Case Western Reserve

Eaton, David C.

Ph.D., Texas

Ferrell, Mary Z.

Ph.D., Louisiana State

Kagle, Jill D.

M.S.W., Michigan

Lee, Dorothy E.

Ph.D., Iowa

Leonard, Wilbert M.

Ph.D., Ohio State

Pocs, Olgett

M.A., Illinois

Pratt, Mildred S.

Ph.D., Pittsburgh

Reyman, Jonathan E.

Ph.D., Southern Illinois

Spurling, Olympia D.

M.S.W., Illinois

Stivers, Richard A.

Ph.D., Southern Illinois

Tolone, William L.

Ph.D., Tennessee

Walsh, Robert H.

Ph.D., Iowa

Instructor:

Bakshis, Robert D.

M.S., Illinois State

Bryant, Dovie P.

M.S., Illinois State

Haynes, Patricia B.

M.S., Illinois State

Heyl, Barbara S.

M.A. Washington (St. Louis)

Lecturer:

Hilliker, James K.

B.S., Eastern Illinois

Courses are offered under three headings: anthropology, social work, and sociology.

Anthropology

180 INTRODUCTION TO CULTURAL

ANTHROPOLOGY 3 US F, S

Human behavior in past and present societies throughout the world.

182 INTRODUCTION TO PHYSICAL

ANTHROPOLOGY 3 US S

Evolution, systematics and taxonomy, man's place among the primates, genetics and human evolution.

183 PRINCIPLES OF

ARCHAEOLOGY 3 US F

SOA 180 or 182.

Principles, methods and techniques of locating and excavating archaeological sites, interpreting archaeological data, and reconstructing culture history.

280 ARCHAEOLOGY OF THE

MIDWEST 3 US

SOA 183.

Prehistoric Indian populations of the Midwestern United States, including Paleo-Indian, Archaic, Woodland, and Mississippian peoples, from late Pleistocene to the historic period.

281 PRINCIPLES OF

ETHNOLOGY 3 US F

SOA 180.

Family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of cultures of the world.

282 URBAN ANTHROPOLOGY 3 US

SOA 180 or cons inst.

Theory and research in urban anthropology; migration and urbanization in Western and non-Western societies.

283 PREHISTORY OF NORTH

AMERICA 3 US

F

Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced; current problems examined.

284 CULTURES OF SOUTHEAST

ASIA 3 US

S

SOA 180.

Patterns of prehistory, history, economics, religion, and daily life in Southeast Asia; emphasis on limited geographic area.

306 REGIONAL AND AREA

STUDIES 1-9

F, S

Cons inst. Usually given cooperatively with other depts.

Intensive study of particular lands, environments, cultures and peoples.

380 HISTORY OF ANTHROPOLOGICAL

THOUGHT 3 US

F, S

SOA 180, 182, 183 or cons inst.

Anthropological thought from historical, systematic and applied viewpoint; emphasis on changing content, concepts, methods of the discipline.

381 ECONOMIC

ANTHROPOLOGY 3 US

F

SOA 180.

Non-Western economic systems.

382 THE AMERICAN INDIAN

3 US

S

SOA 180.

Development of American Indian societies and factors shaping them.

383 SELECTED STUDIES IN CULTURE

AREAS 3

SOA 180.

Culture patterns of selected areas. Physical characteristics, history, social, political, intellectual life, cultural change of aboriginal people.

384 AFRO-AMERICAN

ADAPTATION 3 US

S

SOA 180.

A comparative study of Afro-American populations in a variety of ecological niches throughout the New World. The styles, strategies, and traditions of Afro-America, both historical and contemporary are analyzed in relation to tribal, peasant, and proletariat communities.

385 POLITICAL ANTHROPOLOGY 3 US

SOA 180.

Comparative data drawn from primate behavior, tribal societies, and non-Western states.

Social Work

221 SOCIAL WORK I—SOCIAL WELFARE

AS AN INSTITUTION 3

F, S

SOA 106 and PSY 111.

Origins and development. Impact of social sciences and factors affecting social welfare programs, policies, and legislation. Social work as a profession; overview of casework, group work, and community organization.

222 SOCIAL WORK II—SOCIAL WELFARE

FIELDS 3

F, S

SOA 221.

Modern social work practice. Family and public welfare services, psychiatric, medical and school social work, aged persons, probation and parole services.

225 SOCIAL WORK INTERVENTION METHODS

I—ELEMENTARY PROBLEMS IN

CASEWORK 2

F, S

SOA 222.

Casework social work agency—interviewing and recording, case movement evaluation, case transfer, practice, and concepts of confidentiality and professionalism.

265 SOCIAL WORK INTERVENTION

METHODS II—FIELDWORK 1-6

F, S

SOA 225, permission of Social Work Coord.

Experience in fieldwork under staff; weekly faculty supervision in the agency setting.

323 SOCIAL WORK III—CHILD WELFARE

SERVICES 3

F, S

SOA 222 or SED Maj. It is recommended that this course be taken before SOA 265 if the student wishes placement in a child serving agency.

Services for dependent, neglected, and handicapped children, protective, homemaker, day care, foster care, institution, public assistance, social insurance, and adoptive services.

324 GROUP WORK AND COMMUNITY

WORK 3

F

Methods, skills, and problems relevant to an associate level of social work practice in community work and group work.

Sociology

106 INTRODUCTION TO

SOCIOLOGY 3 US

F, S

Structure and dynamics of human society. Concepts of culture, socialization, stratification, collective behavior, family, minority relations, population, crime.

131 SOCIAL PSYCHOLOGY 3 US

F, S

SOA 106 or PSY 111. Also offered as PSY 131.

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

160 SOCIAL STRATIFICATION 3 US S
SOA 106.

Theories and character of social class systems, differential class behavior, mobility, power relationships, and caste and estate systems.

244 POLITICS OF DEVELOPING AREAS 3 US F

Also offered as POS 244.

Analysis of the political systems of newly industrializing societies—primarily of Asia, but also of Latin America and Africa.

261 THE COMMUNITY 3 US F, S
SOA 106.

Structure and function of the community. Changes in community; power, leadership, community organization.

262 MARRIAGE AND THE FAMILY 3 US F, S
SOA 106.

263 DEVIANT BEHAVIOR 3 US F, S
SOA 106.

Origins and control of deviant behavior; Functions of deviance, and reabsorption of the deviant.

264 MINORITY PEOPLES 3 US F, S
SOA 106.

Ethnic, racial, and other minority groups. Problems arising from fusion of cultures such as prejudice and discrimination; interpretation of values.

267 POPULATION 3 US F, S
SOA 106.

Factors affecting population changes; migration, birth and death rates; population numbers and quality; significance of population size, growth, and decline for society.

268 SOCIOLOGY OF RELIGION 3 US F, S
SOA 106 or 181.

Functions and origins of religion; impact of religion on individual, society and culture: Social forces affecting religion.

312 PUBLIC OPINION AND PROPAGANDA 3 US
SOA 106 or POS 105.

Formation, properties, and distribution of public opinion. Attitude formation, psychological processes, opinion change, mass media, measurement. May be considered as Political Science or Sociology.

332 SMALL GROUPS 3 US
SOA 131 or PSY 131.

Conditions affecting interaction in small groups, the small group as an ongoing social system. Limited research project.

340 STATISTICS I 3 F, S
SOA 106 or PSY III. Also offered as EDU 340 and SOC 340.

Application and interpretation of basic statistics used in the behavioral sciences: Descriptive statistics, simple hypothesis testing and two-variable regression.

350 SOCIOLOGY OF EDUCATION 3 US F, S
SOA 106.

Sociological perspective on educational systems. Relationship of the educational system to other institutions, organizational characteristics and social factors influencing behavior of students.

365 JUVENILE DELINQUENCY 3 US F, S
SOA 263.

Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment.

366 CONTEMPORARY SOCIAL MOVEMENTS 3 US
SOA 106.

Patterns of collective behavior; structure and functions of social movements. Examination of several social movements, analysis of morale, leadership and control.

367 CRIMINOLOGY 3 US F, S
SOA 263.

Criminological theory and practice. Crime as a social and legal problem. The administration of justice.

370 HISTORY OF SOCIOLOGICAL THOUGHT 3 US F, S
SOA 106.

Analysis and appraisal of classical works in sociology from mid-nineteenth century of the present.

371 INTRODUCTION TO SOCIOLOGICAL RESEARCH 3 US F, S
SOA 106 or POS 105.

Convergence of theory and research; design of inquiry, measurement, survey design, data collection, analysis and interpretation. Research projects are part of the course.

410 SOCIOLOGY OF URBAN AREAS 3
Analysis of current theory and research in urban sociology.

431 ADVANCED SOCIAL PSYCHOLOGY 3
Socialization, social role theory, self theory, collective behavior, attitude formation and measurement.

440 STATISTICS II 3 F, S
SOC 340. Also offered as EDU 440 and PSY 440

Logic of statistical inference: Interval estimation, complex hypothesis testing, and non-parametric techniques. Application in behavioral sciences.

441 EXPERIMENTAL DESIGN 3
SOC 440. Also offered as EDU 441 and PSY 441.

Statistical principles of experimental design—selection, analysis, and interpretation of Analysis of Variance and Covariance designs in the behavioral sciences.

- 461 *READINGS IN SOCIOLOGY AND ANTHROPOLOGY* 1-3 F, S
Cons dept. chmn. and inst.
- 465 *SOCIOLOGY OF FORMAL ORGANIZATIONS* 3 F, S
Formal, complex, and bureaucratic organizations; emergence of informal patterns.
- 466 *SOCIOLOGICAL THEORY* 3 F, S
Recent theoretical developments in sociology. Focus on a variety of social theories.
- 467 *SOCIOLOGY OF LAW* 3
SOA 367.
Law as a socio-legal institution. Theory of law, functions of law, law as a control measure.
- 469 *SEMINAR IN SOCIOLOGY* 3 F, S
May be repeated.
For students interested in developing theoretical

models or in special research topics in sociology.

- 491 *INTERNSHIP-SEMINAR IN COLLEGE TEACHING OF SOCIOLOGY-ANTHROPOLOGY* 3
See EDU 491.
- 497 *RESEARCH SEMINAR* 3 F, S
Must be taken by first year graduate students unless the department requires EDU 475. May be repeated.
Methods of sociological research and critical evaluation of research in the field.
- 499 *INDEPENDENT RESEARCH FOR THE MASTER'S THESIS* 1-5
Five hours required. Registration beyond five hours permitted but not counted toward the degree.

Special Education

Chairman: Harold R. Phelps, 110B Fairchild Hall...

Professor:

- Fergen, Geraldine K. Ed.D., Missouri
Hage, Dean S. Ph.D., Iowa
Hemenway, Robert E. Ed.D., Boston
Little, Harry A. Ed.D., Indiana
Phelps, Harold R. Ph.D., Ohio State

Associate Professor:

- Bommarito, James W. Ed.D., Wayne State
Caldwell, Thomas E. Ed.D., Kansas
Price, Samuel T. Ed.D., Pittsburgh
Rex, Evelyn J. Ph.D., George Peabody College

Assistant Professor:

- Beckman, Kenneth R. Adv. Cert. in Ed., Illinois
Bowen, Mack L. Ph.D., Illinois
Diaz, Angel M. Ed.D., Houston
Flynn, Marilyn L. Ed.D., Georgia
Hughes, Elizabeth A. M.Ed., Wayne State
Lee, Jane M. Ph.D., Texas
Lown, Era A. Spec. in Ed., Stanford
Saroj, Satish K. Ph.D., Wisconsin
Singer, Stanley B. Adv. Cert. in Ed., Illinois
Stephens, S. Joann M.S. in Spec. Ed., Tennessee
Tasker, Vivian M.A., Northwestern
Thuis, Michael E. M.A., Western Michigan
Woodson, Betty M.Ed., Wayne State

Instructor:

- Bauer, Everett E. Ed.S., Indiana
Bourret, Tarrell W. M.S. in Ed., Illinois State
Burkholder, Ruth H. M.S. in Ed., Illinois State
Buscher, Lucille M.S. in Ed., Illinois State
Clark, Judith O. M.S., Illinois State
Foltz, Flora H. M.S. in Ed., Southern Illinois
Gottlieb, Iris F. M.A., Northwestern
Paarlberg, Betsy V. M.S. in Ed., Illinois State
Paarlberg, William M.Ed., Illinois

- Smithson, Judith J. M.S. in Ed., Southern Illinois
Turner, Dayton R. M.S., Illinois

Lecturer:

- Brasel, Kenneth E. M.A., San Fernando Valley State College
Jarrett, Kathleen C. M.S. in Ed., Illinois State
Langan, J. Gregory Ed.D., Indiana
Faculty Assistant:
Westall, Carol H. B.S., Illinois State

- 145 *INTRODUCTION TO SPECIAL EDUCATION* 3 F, S

- 245 *FIELD WORK IN SPECIAL EDUCATION* 1-6 F, S

Cons inst and dept chm. May be repeated.
Supervised experiences in special education programs in day schools, clinical facilities, community agencies, residential institutions.

- 301 *LABORATORY READING METHODS* 3 F, S

EED 220. Three double periods per week.
Techniques of diagnosis and instruction for special cases of severe reading disability.

- 307 *EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL* 3 F, S
See IT 307.

- 345 *SPECIAL CLASSES FOR THE TRAINABLE* 3 F, S

Observation and participation.
Organization of educational programs for trainable mentally retarded.

- 346 **EDUCATION FOR THE MENTALLY RETARDED** 4 F, S
Observation and participation.
Objectives, curriculum and methods for educable mentally retarded.
- 347 **EDUCATION OF THE NEUROLOGICALLY IMPAIRED** 2 F, S
Observation and participation.
Educational adjustments for children with severe learning problems and/or perceptual dysfunction.
- 348 **EDUCATION OF GIFTED CHILDREN** 2 F, S
- 349 **EDUCATION OF PHYSICALLY HANDICAPPED** 2 F, S
BSC 381 or equiv. Observation and participation.
Educational programs for crippled and other health impaired children.
- 350 **INTRODUCTION TO VISUAL HANDICAPS** 3 F, S
Nature and needs of the visually handicapped, infants to adults.
- 351 **EDUCATION OF THE VISUALLY HANDICAPPED** 3 F, S
SED 350.
- 352 **BRAILLE READING AND WRITING I** 3 F, S
- 353 **EDUCATION OF THE DEAF** 2 F, S
Psychological, social, and learning problems relating to education of the deaf and hard of hearing.
- 354 **THE TEACHING OF SPEECH TO THE DEAF** 4 F, S
SED 353. Observation and participation.
Methods of developing speech in the preschool and school age deaf child.
- 355 **THE TEACHING OF LANGUAGE TO THE DEAF** 4 F, S
SED 353. Observation and participation.
Principles and techniques of teaching language to preschool and school age deaf children.
- 356 **BRAILLE READING AND WRITING II** 3 F, S
SED 352.
Designed to develop mastery of the braille mathematic code and materials format code.
- 357 **PRACTICUM IN CLINICAL TEACHING** 3 F, S
Observation and participation.
Techniques in diagnosing and remediation of learning disabilities.
- 358 **EDUCATION OF SOCIALLY AND EMOTIONALLY DISTURBED** 2 F, S
PSY 347.
- 359 **THE TEACHING OF READING AND ELEMENTARY SCHOOL SUBJECTS TO THE DEAF** 4 F, S
SED 353.
Teaching reading to deaf at all elementary school levels. Methods of teaching subjects as arithmetic, social studies and science.
- 360 **ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS** 2 F, S
Practicum in basic daily living skills and rudimentary mobility techniques.
- 399 **STUDENT TEACHING** 1-10 F, S
- 401 **ANALYSIS AND CORRECTION OF READING DISABILITY** 3 F
SED 301.
- 420 **SEMINAR IN DIAGNOSIS AND CORRECTION OF READING DISABILITY** 3 S
SED 401.
- 430 **WORKSHOP IN EDUCATION** 2-6 F, S
See EDU 430.
- 431 **INDIVIDUALIZED FIELD WORK IN EDUCATION** 2-3 F, S
- 445 **CURRICULUM DEVELOPMENT FOR THE MENTALLY RETARDED** 3 F, S
- 446 **SEMINAR IN SPECIAL EDUCATION AND REHABILITATION** 2 F, S
May be repeated.
- 447 **COORDINATING EDUCATIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN** 2 F, S
Principles and problems involved in administration of educational programs for exceptional children.
- 448 **INSTRUCTIONAL PROCEDURES FOR EMOTIONALLY DISTURBED CHILDREN** 3 S
- 498 **INTERNSHIP** 3-8 F, S
See EDU 498.
- 499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S
Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

Speech Pathology and Audiology

Chairman: Martin A. Young, 204 Fairchild Hall.

Professor:

Eckelmann, Dorothy Ph.D., Iowa
Young, Martin A. Ph.D., Iowa

Associate Professor:

Brunt, Michael A. Ph.D., Kansas
Hutchinson, Barbara B. Ph.D., Utah

Assistant Professor:

Clark, Dorothy W. A.M., Michigan
Davidson, Keith C. M.A., Columbia
Howard, Merle R. M.S., Southern Illinois
Hulit, Lloyd M. Ph.D., Ohio State
Norris, Maurice E. M.S., Southern Illinois
Richards, Doris M. M.S., Michigan
Schiebel, Thomas W. A.M., Rochester
Schow, Ronald L. M.S., Utah State
Tannahill, J. Curtis Ph.D., Kansas

Instructor:

Hunt, Deanna Johnson M.S., Michigan

Adjunct Faculty:

Smith, James A. D.D.S., Loyola

114 VOICE AND ARTICULATION 3 F, S
Voice, speech sounds, and the patterns of standard American English. Practice in achieving optimal use of the speech mechanism in the process of oral communication.

115 INTRODUCTION TO HUMAN VERBAL DEVELOPMENT 3 US F, S
The communication process; emphasis on opportunities for maximum stimulation of speech and language development in children.

120 SOUND AND MAN 3 US F, S
Information from acoustics, psychology, physiology, linguistics, speech, and music engineering. Sound; role in man's endeavors, harmful effects, methods of control. Limited mathematical treatment.

212 SURVEY OF SPEECH AND HEARING DISORDERS 3 F, S
Clsd if had PAS 215.
Current theories of speech production and reception. Designed for parents and teachers. Includes habilitative and rehabilitative procedures.

215 INTRODUCTION TO SPEECH PATHOLOGY 3 F, S
Clsd if had PAS 212.
Orientation to speech pathology profession. Introduction to voice and articulation problems.

311 PHONETICS 3 F, S
Sound system of American speech. Standard and nonstandard variations. Articulatory and acoustic considerations. Practice in transcribing and reading phonetic symbols.

316 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH 3 F, S
PAS 212 or 215.

Speech Disorders related to structural, neurological, and endocrine pathologies. Diagnostic and remedial procedures.

317 PRACTICUM IN SPEECH PATHOLOGY 1-6 F, S
PAS 212 or 215 and PAS 311, and cons inst.
Approximately 45 hours of supervised clinical practice for each semester hour.

318 ORGANIZATION OF SPEECH, HEARING AND LANGUAGE PROGRAMS 3 F, S
Cons inst.

Professional attitudes, ethics, and organizations. Setting up and maintaining programs. Evaluation, therapy techniques, materials applicable to school settings. Relationships to school and community agencies.

319 STUTTERING I 3 F, S
PAS 212 or 215 or cons inst.
Nature and history of the problem. Current models of onset, development and management.

320 SPEECH AND LANGUAGE DEVELOPMENT 3 F, S
Comprehensive study of acquisition of speech and language by children. Emphasis on first six years.

350 AUDIOLOGY I 3 F, S
Principles of hearing measurement: sound, human ear, test methods, hearing losses, screening methods, test interpretation.

351 SPEECH READING AND AUDITORY TRAINING 3 F, S
Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Visual/auditory speech signals. Amplification: function/use.

352 PRACTICUM IN SPEECH READING AND AUDITORY TRAINING 1-3. F, S
PAS 351.
Approximately 45 hours of supervised clinical practice for each semester hour.

357 PSYCHOLOGICAL IMPLICATIONS OF HEARING IMPAIRMENT 3 S
PAS 350 or equiv.
Hearing impairment: survey of behavior, intelligence and personality data, parental counseling.

358 PRACTICUM IN BASIC AUDIOLOGY 1-3 F, S
Cons inst.
Approximately 45 hours of supervised clinical practice for each semester hour.

371 **SPEECH SCIENCE** 3 F, S
Elementary acoustical theory and application to study of speech production and reception. Speech spectrography.

372 **ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM** 3 F, S
BSC 181.

Includes effects of deviations on end product.

414 **VOICE AND ARTICULATION DISORDERS** 3 F
PAS 215, and PAS 311, and PAS 372 or equiv.
Differential diagnosis and therapeutic procedures. Recent developments.

415 **SEMINAR IN LANGUAGE DISORDERS** 2-3 F
PAS 212, or 215, or 320 or equiv.

417 **CLINICAL PRACTICE IN SPEECH PATHOLOGY** 1-6 F, S
Cons inst. and dept. chm.

Approximately 45 hours of supervised clinical practice for each semester hour.

418 **STUTTERING** 3 S
PAS 319 or equiv.

Recent research relating to all aspects of problem.

419 **APHASIA** 3 S
PAS 316 and 372. If supervised clinical practice is desired, take PAS 417 conc.

Etiologies, diagnosis and therapeutic procedures.

441 **DIRECTED READINGS IN SPEECH PATHOLOGY OR AUDIOLOGY** 1-3 F, S
Cons dept. chm. May be repeated to total 3 hours.
Specialized independent study.

443 **SYMPOSIUM IN SPEECH PATHOLOGY OR AUDIOLOGY** 1-6 F, S
Cons dept. chm. May be repeated to total 6 hours.

444 **NEUROPATHOLOGIES OF SPEECH** 3 F
PAS 316 or equiv.

Neuropathologies that affect speech production; emphasis on cerebral palsy. Evaluation and treatment of associated speech disorders.

445 **ORO-FACIAL ANOMALIES AND ASSOCIATED SPEECH DISORDERS** 2 S
PAS 215, and 316, or equiv.

Embryological growth and development, etiologies, diagnostic and rehabilitative procedures. Emphasis on cleft lip and palate and associated congenital anomalies.

450 **AUDIOLOGY II** 3 F
PAS 350 or equiv. Laboratory included.
Rationale, application and interpretation of advanced testing procedures; evaluation of research.

451 **SEMINAR IN AUDIOLOGY** 2-6 F
Cons inst. May be repeated to total 6 hours.

452 **SPEECH AUDIOMETRY AND HEARING AIDS** 3 S
PAS 350 or equiv.

Theories and principles underlying management of communication disorders related to hearing impairment; emphasis on speech audiometry and hearing aids.

455 **HEARING DISORDERS IN CHILDREN** 3 F
Cons inst.

Etiology, loci and effects of pathology in the auditory system of children.

456 **AUDITORY FUNCTIONS** 3 S
Cons inst.

Anatomy and function of auditory system through various methods of investigation; theories of hearing; implications from pathological conditions

458 **PRACTICUM IN AUDIOLOGY** 1-4 F, S
PAS 350 and cons inst.

Approximately 45 hours of supervised clinical practice for each semester hour.

471 **EXPERIMENTAL PHONETICS** 3
PAS 371 or equiv. Laboratory and individual research projects.

Procedures used in the analysis of sound, especially spoken language.

499 **INDEPENDENT RESEARCH FOR THE MASTER'S THESIS** 1-6 F, S

Four to six hours required in the thesis option. Registration beyond six hours permitted but not allowed toward the degree.



Theatre

Chairman: Calvin L. Pritner, 109 Centennial East.

Professor:

Andreasen, Edward A. M.A., Michigan State
Kirk, John W. Ph.D., Florida
Lane, Ralph L. Ph.D., Northwestern
Pritner, Calvin L. Ph.D., Illinois
Scharfenberg, Jean Ph.D., Wisconsin

Associate Professor:

Bickley, C. Eric M.S., Wisconsin
Howard, Charles E. M.F.A., Carnegie Institute of Technology

Assistant Professor:

Arthur, Thomas H. A.M., Indiana
Bank, Rosemarie K. Ph.D., Iowa
Parrella, Gilda C. Ph.D., Washington
Sharpham, John R. Ph.D., Colorado
Smith, Karen D. M.A., Northwestern
Zvanut, James F. M.F.A., Texas

Instructor:

Aldrich, Dorothy F. M.A., Pittsburgh
Cayton, Margaret H. M.A., Utah
Goodwin, R. Dwaine M.R. in Ed., Brigham Young
Jager, David V. A.M., Michigan
Meyers, Christine A.

M.F.A., North Carolina (Greensboro)
Salisbury, Doris R. M.A., Illinois State
Taylor, S. Corinna M.F.A., Brandeis
Vybiral, Frank C. B.S. in Ed., Nebraska

Lecturer:

Baker, Thomas A. Wilson Junior College
Juilliard School of Music
Harkness House for Ballet Arts

111 BASIC PRINCIPLES OF

THEATRE 3 F, S

Basic understanding and application of aesthetic and dramatic principles to be used in analysis of plays by director, actor, designer, technician, and costumer.

125 INTRODUCTION TO

COSTUME 3 F, S

Lab arranged.

Study and practical application of costume construction techniques and the study of basic costume design practice.

130 INTRODUCTION TO THE

THEATRE 3 US F, S

One lecture and two discussion sections per week.

Special attention to the productions being given during the semester.

132 BASIC ACTING 2

Cons inst. May be repeated to total 8 hrs. F, S

141 ORAL INTERPRETATION OF

LITERATURE 3 US F, S

150 THEATRE PRACTICUM 1-2

May be repeated. F, S

151 STAGECRAFT 3

Lab arranged.

F, S

159 INTRODUCTION TO FILM

ART 3 US F, S

Artistic and social values of the cinema as a contemporary art form. Screening and discussion of selected films.

225 STAGE MAKE-UP 2

THE 111, cons inst. F, S

230 ADVANCED ACTING 2

4 hrs. THE 132, cons inst. F, S

Students may repeat this course for a maximum of 8 hours of credit.

231 STAGE DESIGN 3

Lab arranged. S

Nature, function, and aesthetics of scene design, with practice in composition.

232 CREATIVE DRAMA 3 US

Observations and practical activities required. F, S

Theory and practice of creative drama in the classroom.

233 THEATRE FOR THE CHILD

AUDIENCE 3

Studies in the selection and analysis of scripts; problems of directing and acting; special problems of productions.

237 PLAY DIRECTING 3

THE 111 and 151. F, S

Selection of plays, casting, and rehearsal techniques. Students may repeat this course for a maximum of nine hours of credit.

239 DRAMATIC WORKSHOP 3 US

Lab arranged.

For students who need preparation and experience in one or more areas of the theatre arts.

250 THE ARTS AND MODERN

MAN 2 US S

Selected works from music, theatre, and visual arts.

251 ADVANCED STAGECRAFT 3

Lab arranged. F, S

Drafting, rigging, rendering and painting techniques.

266 LIGHTING FOR STAGE AND

TELEVISION 3 F

Instrumentation, aesthetics, application of theatrical and television lighting through classroom-laboratory study.

270 THE DOCUMENTARY IN FILM

AND BROADCASTING 3 US S

Also offered as SP 270

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

- 300 HISTORY OF THE CINEMA 3 US F, S
Lab: screening of significant films.
 Development of the cinema.

- 301 PRINCIPLES OF THEATRE
 EDUCATION 3 F, S
 Philosophies of theatre education, teaching strategies, co-curricular programs, textbook analysis, and professional organizations.

- 302 CINEMA PRODUCTION 3
Lab: produce 100 to 200 foot 16 mm silent motion pictures.

Principles and theory of 16 mm motion picture production. Major filmmaking as an art form of creative self-expression.

- 325 COSTUME CRAFTS 3
THE 125 or cons inst.
 Theory and technique of costume construction and use of special materials.

- 330 ADVANCED STAGE LIGHTING 3 S
THE 162, 262, cons inst.
 Lighting design for proscenium and non-proscenium production; attention to system design.

- 333 MODERN DRAMA 3 US F
 Trends in dramatic literature and theatrical production from Ibsen to the present day.

- 334 HISTORY AND STYLES OF STAGE
 COSTUMING 3 S
THE 125. Lab arranged.
 The costume's reflection of cultural and social milieu, and the costume's application to the stage.

- 335 HISTORY OF THE
 THEATRE 3 US F

- 336 PROBLEMS IN ACTING 3 F, S
Cons inst. Laboratory. May be repeated to total six hrs toward master's degree.

- 337 PROBLEMS IN DIRECTING 3 F
THE 237, cons inst. Lab arranged. May be repeated to total six hrs toward master's degree.
 Theories and techniques of directing plays of differing forms, styles and historical periods.

- 340 ADVANCED DESIGN 3 F
THE 231. May be repeated to total six hrs toward master's degree.

Intensive work in the areas of design and rendering for the stage; emphasis upon new materials and techniques.

- 341 ORAL INTERPRETATION OF
 LITERATURE II 3 US S
THE 141.

Selected types of literature; emphasis on drama and poetry.

- 345 DEVELOPMENT OF MODERN
 THEATRE 3 US S
 Developments in stagecraft, directing, acting, and theatrical theory from late nineteenth century to present.

- 348 PLAYWRITING 3
Also offered as ENG 348.
 Playwriting techniques of selected masters of drama; practical application of techniques in writing original plays.

- 350 THEATRE PRACTICUM 1-3 F, S
May be repeated.
 Application of the principles of dramatic theory to the problems of play production.

- 365 FILM THEORY AND
 CRITICISM 3 US S
THE 300, cons inst.
 Theories relating to art of film making.

- 377 THEATRICAL COSTUME
 DESIGN 3 S
May be repeated to total six hrs toward master's degree.

Research and practical application to theatrical costume designing; use of dramatic analysis.

- 380 DIRECTED PROJECTS 1-3 F, S
Cons inst. May be repeated.
 Individually supervised study for the advanced student.

- 431 THEATRES AND AUDITORIUMS:
 PLANNING AND DESIGN 3
THE 231.

Technical problems in stage and auditorium design and planning; emphasis on stage, lighting, and sound equipment and control. Laboratory.

- 435 THE BRITISH THEATRE 3
 Trends in dramatic literature and theatrical productions in England from Medieval period to present.

- 436 THE AMERICAN THEATRE 3 F
 Development of the theatre, dramatic literature, art and crafts, in America from its beginning to present.

- 438 DRAMA THEORY AND
 CRITICISM 3 S

Theatre practice from the point of view of a contemporary aesthetic. Subject of investigation changes from semester to semester.

- 439 DRAMA FORM 3 F
 Theories of drama as a basis for developing a contemporary aesthetic.

- 499 INDEPENDENT RESEARCH FOR
 THE MASTER'S THESIS 1-6 F, S
 Four to six hours required in the thesis option. Registration beyond six hours permitted but not counted toward the degree.

General Offerings

(May be offered by any department in the University. Specific departmental offerings will be listed by topic or area in the *Class Schedule Booklet* available each semester.)

189, 289, 389 SELECTED STUDIES 1-6

Course content not offered within the framework of existing departmental courses. The topic to be covered will be identified in the class schedule booklet each semester. Experimental courses and courses cutting across departmental lines may be offered as selected studies. Selected Studies courses designed for University Studies are identified in the printed class schedules as University Studies courses.

193, 293, 393 WORKSHOP 1-6

Six hours of workshop credit is the maximum which may be applied toward graduation.

Workshop opportunities are provided for the purpose of permitting students to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

287 INDEPENDENT STUDY 1-6

Max of six hrs may be applied toward graduation. Cons dept chm., permission of supervisor.

Intensive work in a special area of the student's in-

terest. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who are not on scholastic probation and who have demonstrated ability to profit from independent study.

299 INDEPENDENT HONOR STUDY 1-6

Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. Maximum of six hrs of credit in independent honor study may be applied toward graduation. Cons inst, dept chm and dir of Honors.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination.

397 INSTITUTE 1-9

Federal and state-sponsored institutes or similar short term programs requiring treatment of subject matter of a special nature or for special groups.

400 INDEPENDENT STUDY 1-4 F, S

Cons inst, adviser, and dept chm.

Work in areas not available through regular courses.

489 ADVANCED STUDY 1-6 F, S

Advanced work not offered in regular departmental courses.

Courses In Corrections

101 INTRODUCTION TO CORRECTIONS 3 US F, S

Historical and philosophical foundations of current correctional practices, concepts of punishment, nature of offenders; institutional and community-based correctional programs.

202 COMMUNITY-BASED CORRECTIONS 3 F, S

Theoretical basis, current methodology, and operations; court counselors, citizen action, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers.

203 PROBATION AND PAROLE 3 F, S

COR 202. Historical origin, legal bases, administrative structures, trends, theoretical principles, methods and techniques.

397 EXTERNSHIP IN CORRECTIONS I 4 or 6 F, S

COR 201, 202, senior standing, and cons inst. Field placements in several different correctional settings. Externs work with designated agency personnel and are supervised by a staff member of the Program.

398 EXTERNSHIP IN CORRECTIONS II 6 F, S

COR 397 and cons inst. Intensive experience in a single correctional setting.

Milner Library Faculty

Director: Joe W. Kraus, 306 Milner Library

Professor:
Kraus, Joe W. Ph.D., Illinois

Assistant Professor:
Addison, Laura L. M.A., Denver
Bewsey, Julia J. M.A., Indiana
Brown, Mary J. A.M., Indiana
Carroll, Marian J. Ed.S., George Peabody College
Cline, R. Eloise M.S., Illinois
Cole, Garold L. M.L.S., Oklahoma
Easton, William W. M.A., Denver
Gowdy, Laura E. M.S., Illinois
Gritzmacher, Glenn S. C.A.S., Illinois
Jackson, Bryant H. M.S. in L.S., Southern California
Karr, Ila M.A., Denver
Matthews, Eleanor F. M.S., Illinois
Moonan, Willard J. M.A., Minnesota
Nelson, Jean E. A.M., Illinois
Olevnik, Peter P. M.A. in L.S., Rosary College
Ozolins, Sulamit I. M.A., Minnesota

Palmer, George E. M.L.S., Pittsburgh
Richmond, Mary A. M.S. in L.S., Illinois
Secoy, Myra L. M.S. in L.S., Illinois
Seibel, Margarette A. M.S., Rosary College
Sokan, Robert M.S., Illinois
Thakore, Manhar P. M.S., Illinois
Townsend, Robert B. M.S., Illinois
Wade, Francis M. M.A., Washington

Instructor:
DeLong, Dianne S. A.M.L.S., Michigan
DeLong, Douglas A. M.S., Illinois
Gutzman, Stanley D. M.A., Denver
Leonard, Carolyn M. C.A.S., Illinois
Reeder, Rebecca T. M.S., Illinois
Schmidt, Holly E. M.L.S., Oregon
Sherman, Kathleen L. B.L.S., Pratt Institute
Stewart, Randolph A. M.S. in L.S., Southern California

Courses in Library Science are offered by the Department of Information Sciences.

The Faculty Emeriti

The date following the name of the person indicates the year of joining the staff at this University.

Frances M. Alexander (1945)
Assistant Professor of the Teaching of History (Emerita)
A.M., University of Illinois
Mabel C. Allen (1929)
Assistant Professor of Speech (Emerita)
M.A., Northwestern University
Marian Campbell Allen (1927)
Assistant Professor of Art (Emerita)
M.A., Teachers College, Columbia University
William D. Ashbrook (1947)
Professor of Industrial Technology (Emeritus)
Ph.D., University of Pittsburgh
Eric Baber (1963)
Director of Research Services and Grants Professor of Education (Emeritus)
Ed.D., Michigan State University
G. Bradford Barber (1944)
Professor of Speech (Emeritus)
Ph.D., The Ohio State University
Gladys L. Bartle (1930)
Associate Professor of Art (Emerita)
Ph.D., The University of Wisconsin
Ruth A. Bird (1950)
Assistant Professor of Health and Physical Education for Women (Emerita)
M.S., University of Illinois
Robert G. Bone, (1956)
President, Professor of History (Emeritus)
Ph.D., University of Illinois
Margaret K. Bradford (1951)
Assistant Professor of Home Economics (Emerita)
M.S., Colorado State College
Paul J. Brand (1958)
Professor of Geography (Emeritus)
Ed.D., in Geography, Columbia University

Elsie Brenneman (1927)
Director of Admissions and Assistant Professor of Education (Emerita)
M.A., Northwestern University
Mary Elizabeth Buell (1926)
Assistant Professor of Home Economics (Emerita)
A.M., Teachers College, Columbia University
Deceased, October, 1972
Cecilia P. Bunney (1945)
Director of Museums and Professor (Emerita)
Ph.D., The State University of Iowa
Lessie Carlton (1955)
Professor of Education (Emerita)
Ed.D., University of Houston
Helen M. Cavanagh (1946)
Distinguished Professor of History (Emerita)
Ph.D., The University of Chicago
Helen Chiles (1948)
Assistant Professor of Latin (Emerita)
A.M., University of Illinois
Joseph T. Cogdal (1927)
Associate Professor of Health and Physical Education for Men (Emeritus)
A.M., University of Illinois
Ruth L. Cole (1944)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., Northwestern University
Arnold C. Condon (1964)
Professor of Business Education (Emeritus)
Ph.D., New York University
Frances Conkey (1936)
Associate Professor of Home Economics (Emerita)
M.S., Iowa State University
Marguerite Regina Connell (1928)
Professor of Latin (Emerita)
Ed.D., Teachers College, Columbia University
Margaret Cooper (1932)
Professor of Education (Emerita)
Ed.D., Teachers College, Columbia University

Mabel Percie Grompton (1924)
Assistant Professor of Geography (Emerita)
S.M., The University of Chicago
Lucile Z. Crosby (1940)
Assistant Librarian and Assistant Professor of Library Science (Emerita)
M.S. in L.S., Library School, University of Illinois
Frances L. Damm (1948)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.S. in Ed., University of Wisconsin
Florence P. Davis (1952)
Head of the Department of Home Economics, Professor of Home Economics (Emerita)
Ph.D., The University of Chicago
Alta J. Day (1928)
Assistant Professor of Business Education (Emerita)
M.A., Teachers College, Columbia University
William I. DeWees (1937)
Professor of Education (Emeritus)
Ed.D., The Pennsylvania State University
Claude M. Dillinger (1944)
Special Assistant to the Dean of the Faculty, Professor of Psychology (Emeritus)
Ph.D., University of Missouri
Helen A. Dooley (1947)
Assistant Professor and Assistant Librarian (Emerita)
M.A., University of Washington
Thomas J. Douglass (1928)
Assistant Professor of Agriculture (Emeritus)
M.S., University of Illinois
Alice L. Ebel (1934)
Professor of Political Science (Emerita)
Ph.D., University of Illinois
Alice M. Eikenberry (1945)
Professor of the Teaching of History in University High School (Emerita)
Ed.D., Teachers College, Columbia University

- Ralph A. Elliott (1963)
Medical Director of the University
Health Service, Professor (Emeritus)
M.D., Northwestern University Medical
School
- Margery Ellis (1927)
Assistant Professor of French (Emerita)
M.A., The University of Chicago
- Gertrude Erbe (1949)
Assistant Professor and Supervising
Teacher of Music in Metcalf
(Emerita)
M.A., Northwestern University
- Raymond W. Esworthy (1949)
Professor of Accounting (Emeritus)
Ph.D., University of Illinois
- G. Harlowe Evans (1946)
Professor of Chemistry (Emeritus)
Ph.D., The University of Michigan
- Dorothy S. Fagerburg (1957)
Assistant Professor of Library Science
(Emerita)
M.F., Occidental College
- Germaine E. Feldkamp (1960)
Assistant Director of Atkin-Colby Resi-
dence Hall, Faculty Assistant in Edu-
cation (Emerita)
Chicago College of Music, Northwestern
School of Speech, University of
Illinois
- Howard I. Fielding (1944)
Professor of English (Emeritus)
Ph.D., The University of Wisconsin
- Thelma G. Force (1932)
Assistant Professor of Psychology
(Emerita)
M.A., University of Minnesota
- Berice G. Fox (1930)
Professor of Health and Physical Edu-
cation for Women (Emerita)
Ph.D., The University of Iowa
- Harold E. Fry (1931)
Assistant Professor of Health and
Physical Education for Men
(Emeritus)
M.A., New York University
- Beryl C. Galway (1948)
Assistant Librarian, Assistant Professor
of Library Science (Emerita)
A.M.L.S., The University of Michigan
- Malinda D. Garton (1950)
Assistant Professor and Supervising
Teacher, Mentally Retarded
Intermediate (Emerita)
A.M., Colorado State College of
Education
- Harold E. Gibson (1950)
Director of the Bureau of Appointments,
Professor of Education (Emeritus)
Ed.D., University of Missouri
- F. Russell Glasner (1955)
Professor of Economics (Emeritus)
Ph.D., The State University of Iowa
- R. U. Gooding (1931)
Professor of Chemistry (Emeritus)
Ph.D., The University of Wisconsin
- Marian Gray (1946)
Professor of Health and Physical
Education for Women (Emerita)
Ed.D., Teachers College, Columbia
University
- Nina E. Gray (1935)
Professor of Biological Sciences
(Emerita)
Ph.D., The University of Wisconsin
- John W. Green (1939)
Assistant Professor of Agriculture
(Emeritus)
M.S., University of Illinois
- Esther M. Griffith (1947)
Professor of Chemistry (Emerita)
Ph.D., University of Illinois
- Deceased, August, 1972
- Edna May Gueffroy (1929)
Professor of Geography (Emerita)
Ph.D., University of Washington
- Clara L. Guthrie (1932)
Assistant Librarian, Assistant Professor
of Library Science (Emerita)
M.S. in L.S., Library School, University
of Illinois
- Linder W. Hacker (1925)
Associate Professor of Education
(Emeritus)
M.A., The State University of Iowa
- Deceased, July, 1972
- Gertrude M. Hall (1936)
Director of Publicity, Associate Professor
of Education (Emerita)
Ed.D., Teachers College, Columbia
University
- C. M. Hammerlund (1929)
Assistant Professor of Industrial Arts
(Emeritus)
M.S., University of Illinois
- Howard J. Hancock (1931)
Director of Athletics, Associate Professor
of Health and Physical Education for
Men (Emeritus)
M.S., The University of Wisconsin
- Alice O'B. Harris (1952)
Assistant Professor and Supervising
Teacher—Primary Educable Mentally
Handicapped in Metcalf (Emerita)
M.S. in Ed., University of Illinois
- Carl D. Heldt (1948)
Assistant Varsity Track Coach, Assistant
Professor of Health and Physical
Education for Men (Emeritus)
M.P.E., Purdue University
- Ruth Henline (1926)
Professor of English (Emerita)
Ph.D., Northwestern University
- Grace Hilier (1951)
Assistant Professor of the Teaching of
English (Emerita)
M.A., The University of Iowa
- Dorothy Hinman (1925)
Assistant Professor of English (Emerita)
M.A., Teachers College, Columbia
University
- F. Lincoln D. Holmes (1935)
Professor of Speech (Emeritus)
Ph.D., The University of Wisconsin
- Clifford E. Horton (1923)
Professor of Health and Physical
Education for Men (Emeritus)
Ed.D., Indiana University
- Verna A. Hoyman (1946)
Assistant Professor of English (Emerita)
M.A. in Ed., Northwestern University
- Clyde W. Hudelson (1920)
Associate Professor of Agriculture
(Emeritus)
M.S., University of Illinois
- Ruth C. Huggins (1937)
Associate Director of University High
School, Assistant Professor of the
Teaching of English (Emerita)
Ed.M., Harvard University
- Lucile Hyneman (1959)
Assistant Professor of English (Emerita)
A.M., Columbia University
- Christine P. Ingram (1949)
Professor of Education (Emerita)
Ed.D., New York University
- Leslie M. Isted (1940)
Professor of Music (Emeritus)
Ph.D., Indiana University
- Marie J. Jessa (1946)
Assistant Professor of Business Education
(Emerita)
M.A., The University of Iowa
- Blossom Johnson (1945)
Acting Chairman of the Department of
Home Economics, Professor of Home
Economics (Emerita)
Ed.D., University of Missouri
- Anna L. Keaton (1937)
Dean of Women, Professor of English
(Emerita)
Ph.D., The University of Chicago
- Ellen D. Kelly (1957)
Professor of Health and Physical
Education for Women (Emerita)
Ph.D., The State University of Iowa
- John A. Kinneman (1927)
Professor of Sociology (Emeritus)
Ph.D., Northwestern University
- Homier T. Knight (1957)
Professor of Education (Emeritus)
Ed.D., Teachers College, Columbia
University
- Harold E. Koepke (1934)
Professor of Management (Emeritus)
Ph.D., The University of Iowa
- Ernest M. R. Lamkey (1927)
Professor of Biological Sciences
(Emeritus)
Ph.D., University of Illinois
- Thomas J. Lancaster (1919)
Associate Professor of Education
(Emeritus)
A.M., The University of Chicago
- Arthur H. Larsen (1933)
Distinguished Professor of Higher
Education, Consultant for Institutional
Studies (Emeritus)
Ph.D., The University of Wisconsin at
Madison
- Margaret Lawrence (1939)
Assistant Librarian, Assistant Professor
of Library Science (Emerita)
M.A., The University of Nebraska
- Elden A. Lichty (1945)
Professor of Education (Emeritus)
Ed.D., University of Missouri
- William R. Lueck (1936)
Professor of Education (Emeritus)
Ph.D., The University of Iowa
- Hattie C. Lundgren (1955)
Assistant Professor of Home Economics
(Emerita)
M.S., Iowa State College
- Faye E. Mansfield (1941)
Assistant Professor and Supervising
Teacher in Metcalf (Emerita)
M.A., Teachers College, Columbia
University
- Helen E. Marshall (1935)
Professor of History (Emerita)
Ph.D., Duke University
- Stanley S. Marzoll (1937)
Distinguished Professor of Psychology
(Emeritus)
Ph.D., The Ohio State University
- Blanche McAvoy (1926)
Professor of the Teaching of Biological
Sciences (Emerita)
Ph.D., The University of Chicago
- Clyde T. McCormick (1944)
Head of the Department of Mathemat-
ics, Professor of Mathematics
(Emeritus)
Ph.D., Indiana University
- Neva McDavitt (1929)
Assistant Professor of Geography
(Emerita)
A.M., Clark University
- Dorothy M. McEvoy (1950)
Assistant Professor and Supervising
Teacher (Emerita)
M.A., Teachers College, Columbia
University
- Ferne Melrose (1928)
Recorder (Emerita)
B.Ed., Illinois State University
- Wilfred S. Miller (1947)
Assistant Professor and Assistant
Librarian in University High School
(Emerita)
A.M., The University of Chicago
- Marion G. Miller (1937)
Professor of Art (Emerita)
Ph.D., The Ohio State University
- Clifford Newton Mills (1925)
Professor of Mathematics (Emeritus)
Ph.D., The University of Wisconsin
- Burton L. O'Connor (1937)
Professor of Health and Physical
Education for Men (Emeritus)
Ed.D., The Pennsylvania State
University
- Alice R. Ogle (1932)
Assistant Professor and Supervising
Teacher of Art (Emerita)
M.A., Teachers College, Columbia
University
- Gerda Okerlund (1931)
Professor of English (Emerita)
Ph.D., University of Washington
- Edwin A. Payne (1952)
Assistant Professor of Psychology
(Emeritus)
M.Ed., University of Missouri
- Henri R. Percy (1940)
Associate Professor of European History
(Emeritus)
Ph.D., The University of Chicago

Faculty Emeriti

- Harlan W. Peithman (1937)
Professor of Music (Emeritus)
Ed.D., Teachers College, Columbia University
- Margaret K. Peters (1930)
Professor of Business Education (Emerita)
Ed.D., University of Colorado
- Genevieve Anna Pohle (1923)
Assistant Professor and Assistant Librarian (Emerita)
M.A., Graduate Library School, The University of Michigan
- H. Earle Reese (1958)
Professor of Insurance (Emeritus)
Ed.D., George Peabody College for Teachers
- Josephine Ross (1926)
Assistant Professor of Home Economics (Emerita)
M.A., Teachers College, Columbia University
- Elizabeth Russell (1935)
Assistant Professor of Elementary Education (Emerita)
M.A., Teachers College, Columbia University
- Grace Rebecca Shea (1927)
Assistant Professor and Nurse, Laboratory Schools (Emerita)
M.A., Teachers College, Columbia University
- Alice Sheveland (1942)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A. in Ed., Northwestern University
- Ruth Stroud (1930)
Assistant Professor of the Teaching of English (Emerita)
M.S., University of Illinois
- Edwin G. Struck (1935)
Assistant Professor of Health and Physical Education for Men (Emeritus)
M.S., Indiana University
- Thalia J. Tarrant (1935)
Assistant Professor of History (Emerita)
A.M., University of Missouri
- Lucy L. Tasher (1935)
Professor of History (Emerita)
Ph.D., The University of Chicago
- Florence Evelyn Teager (1931)
Professor of English (Emerita)
Ph.D., The University of Iowa
- Herman R. Tiedeman (1946)
Director of Test Service, Professor of Psychology (Emeritus)
Ph.D., The University of Iowa
- Kirby Todd (1964)
Lecturer in Health and Physical Education for Women (Emeritus)
M.A., Teachers College, Columbia University
- Lewis R. Toll (1947)
Acting Dean of the College of Business, Professor of Business Education (Emeritus)
Ed.D., New York University
- Mary C. Towle (1961)
Coordinator of Residence Hall Libraries, Instructor in Education (Emerita)
M.A., Teachers College, Columbia University
- Raymond Tudor (1948)
Assistant Professor of English (Emeritus)
M.A., The University of Michigan
- Josephine B. Voorhees (1950)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., Michigan State University
- Eleanor Weir Welch (1929)
Director of Libraries, Associate Professor (Emerita)
M.S., School of Library Service, Columbia University
- Margaret M. Westhoff (1933)
Assistant Professor of Music (Emerita)
M.S., Northwestern University
- Harriet R. Wheeler (1946)
Assistant Professor of Business Education (Emerita)
M.A., The University of Iowa
- William V. White (1934)
Director of University Press, Executive Assistant (Emeritus)
M.S. in Ed., Illinois State University
- Jennie Alma Whitten (1919)
Professor of Foreign Languages (Emerita)
Ph.D., The University of Wisconsin
- Lela Winegarner (1933)
Coordinator of Foreign Student Services, Assistant Professor of English (Emerita)
A.M., The University of Chicago
- Ethel Wooley (1937)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., George Peabody College for Teachers
- Ruth V. Yates (1935)
Associate Professor of Speech (Emerita)
M.A., Teachers College, Columbia University
- Orville L. Young (1939)
Professor of Agriculture (Emeritus)
Ph.D., The Pennsylvania State University
- Ruth Zimmerman (1935)
Assistant Librarian, Assistant Professor of Library Science (Emerita)
M.A., University of Minnesota

- Academic Advisement Services, 20
- Academic Advisers, Graduate Programs, 76, 77, 79
- Academic Load, undergraduate, 31; graduate, 73
- Academic programs:
 - Accounting, undergraduate 50, graduate (see Business, 81)
 - Agriculture, undergraduate, 50
 - Anthropology, undergraduate, 51
 - Art, undergraduate 51, graduate, 81
 - Arts and Sciences, undergraduate, 51
 - Audiovisual Instruction, undergraduate, 52
 - Biological Sciences, undergraduate 52, graduate, 81
 - Business, graduate, 81
 - Business Administration, undergraduate 52, graduate (see Business, 81)
 - Business Education, undergraduate 52, graduate (see Business, 81)
 - Chemistry, undergraduate 53, graduate 82
 - Corrections, undergraduate, 54
 - Dance Education-Physical Education, undergraduate, 54
 - Economics, undergraduate 54, graduate, 82
 - Education, graduate, 82
 - Educational Administration, graduate, 83
 - Elementary Education, undergraduate 55, graduate, 83
 - English, undergraduate 56, graduate, 84
 - Ethnic and Cultural Studies, undergraduate, 57
 - Foreign Languages, undergraduate: (see specific language area), graduate, 84
 - French, undergraduate, 57, graduate (see Foreign Languages, 84)
 - Geography, undergraduate, 58, graduate, 85
 - Geology, undergraduate, 58
 - German, undergraduate, 58
 - Health and Physical Education, undergraduate 58, graduate, 85
 - Health Education, undergraduate, 59
 - History, undergraduate 60, graduate 85
 - Home Economics, undergraduate 60, graduate 85
 - Industrial Technology, undergraduate 60, graduate 85
 - Information Sciences, graduate 85
 - Journalism, undergraduate 62
 - Junior High School Education, undergraduate, 62
 - Latin, undergraduate, 62
 - Latin American Studies, undergraduate 62
 - Library Science, undergraduate 63, graduate (see Information Sciences, 85)
 - Mathematics, undergraduate 63, graduate 86
 - Medical Records Administration, undergraduate 64
 - Medical Technology, undergraduate 64
 - Music, undergraduate 64, graduate 86
 - Philosophy, undergraduate, 66
 - Physical Sciences, undergraduate 67
 - Physics, undergraduate, 67
 - Political Science, undergraduate 67, graduate 87
 - Psychology, undergraduate 68, graduate 87
 - Recreation and Park Administration, undergraduate 68
 - Russian, undergraduate 68
 - Social Sciences, undergraduate 68
 - Sociology-Anthropology, undergraduate 69, graduate 87
 - Spanish, undergraduate 69, graduate (see Foreign Languages, 84)
 - Special Education, undergraduate 70, graduate 87
 - Speech Communication, undergraduate 71, graduate, (see Information Sciences, 85)
 - Speech Pathology-Audiology, undergraduate 72, graduate 88
 - Theatre, undergraduate 72, graduate 88
 - Western European Studies, graduate 88
- Academic Senate, 23
- Accreditation, 9
- Administrative Officers, 3
- Admission, 10-13; graduate students also see 77, 80
- Admission to Candidacy, Graduate Students, 75, 78, 80
- Admissions and Records, Office of, 20
- Advanced Placement Examinations, 35
- Alumni Services, 28
- Assistantships, 19
- Auditor, 32
- Automobile parking, 22
- Awards and Scholarships, 16
- Bachelor of Arts Degree, 40
- Bachelor of Music Degree, 40
- Bachelor of Music Education Degree, 40
- Bachelor of Science Degree, 40
- Bachelor of Science in Education Degree, 40
- Board of Regents, 3
- Calendar, University, 4-5
- Campus, 9
- Candidacy, Admission to, Graduate Students, 75, 78, 80
- Class Attendance, 32
- Class Load, 31, 73
- Classification of Students, 32
- Clubs, 23
- College Level Examination Programs, 34
- Commencement, undergraduate, 41; graduate, 73
- Cost of Attending ISU, 14
- Counseling Service, 21
- Course changes, 32
- Course Numbering System, 90
- Course offerings by department or offices:
 - Accounting, 91
 - Agriculture, 93
 - Allied Health Professions, 95
 - Art, 96
 - Biological Sciences, 99
 - Business Administration, 103
 - Business Education, 106
 - Chemistry, 108
 - Corrections, 177
 - Curriculum and Instruction, 111
 - Economics, 117
 - Educational Administration, 119
 - English, 120

- Foreign Languages, 123
- General Offerings, 177
- Geography-Geology, 127
- Health, Physical Education and Recreation, 130
- History, 136
- Home Economics and Industrial Technology, 139
- Information Sciences, 146
- Mathematics, 150
- Music, 155
- Philosophy, 159
- Physics, 160
- Political Science, 162
- Professional Laboratory Experiences, 164
- Psychology, 165
- Sociology-Anthropology, 168
- Special Education, 171
- Speech Pathology-Audiology, 173
- Theatre, 175
- Credit Transfer, Graduate Students, 74, 77
- Curricula of the University, 39
- Curriculum Transfer, 32
- Degree Requirements, Bachelor's, 40; Master's, 74; Specialist in Education, 77; Doctoral, 79
- Degrees Offered, 39
- Dentistry, pre-, 48
- Departmental Societies, 24
- Departments and Course Offerings, 90
- Development Office, 28
- Doctor of Education, 79
- Doctor of Philosophy, 79
- Doctoral Dissertations, 80
- Doctoral Programs, Admission 12-13; see also 79-80
- Dormitories, see Residence Halls
- Dramatics Activities, 26
- Elementary School Teaching Preparation, 46
- Employment, 19
- Engineering-Liberal Arts and Sciences, 49
- Engineering, pre-, 49
- Evening, Late Afternoon and Saturday Classes, 27
- Examinations, Graduate Programs, 76, 78, 80
- Extension Courses, 27
- Faculty by Departments (See Course Offerings)
- Faculty, Milner Library, 178
- Fields of Study, 39; undergraduate, 50; graduate, 81
- Financial Aids, 16
- Former Students, Readmission of, 13
- General Campus Organizations, 24
- General Students, 10
- Good Standing, 27
- Grade Points, 29
- Grading System, 29; Graduate School, 73
- Graduate School, 73
- Graduate Students, 10, 11; see also section on Graduate Programs, 73
- Graduation Requirements, undergraduate 40; graduate 73, 74, 77, 79
- Health Requirements, 10
- Health Service, 22
- Hearing Clinic, 23
- High Potential Students Program, 33
- High School Teacher Preparation, 45
- History of the University, 8
- Honorary Societies, 24
- Honors Program, 34
- Honors, Scholastic, 30
- Housing, 15
- Housing Office, 22
- Housing Policies, 15
- Incompletes, 31, 73
- Insurance, Student, 14
- International Student Programming, 21
- International Students, English Examination, 13
- Junior High School Teaching Preparation, 46
- Laboratory Schools, 35
- Law, pre-, 49
- Library Resources, 35
- Living Accommodations, 15
- Loan Funds, 16
- Location of the University, 8
- Majors and Minors, 50
- Master of Arts Degree, 76
- Master of Music Degree, 77, 86
- Master of Music in Education Degree, 77, 86
- Master of Science Degree, 77
- Master of Science in Education Degree, 77
- Master's Degrees, Admission to, 12-13; see also 74-77
- Media Services, 20
- Medicine, pre-, 48
- Music Activities, 25
- Non-degree Graduate Students, 12
- Orientation Days, 13
- Parking, 22
- Pass/Fail Option, 29
- Placement Service, 28
- Pre-professional Programs, 48
- Preview ISU, 13
- Probation, Scholastic, 30
- Proficiency Examination, 34
- Psychological Counseling, 21
- Publications, Student, 26
- Publications, University, 27
- Purpose of the University, 8
- Radio Facilities, 20, 26
- Reading-Study Center, 21
- Readmission of Former Students, 13
- Recreation and Sports, 25
- Refunds, 15
- Registration, 13
- Religious Organizations, 24
- Residence Halls, 9, 15
- Residence Halls, Educational Programming in, 21
- Residence Organizations, 25
- Residence Requirements, Graduate Students, 74, 77, 79
- Repetition of Courses, 30
- Research Services and Grants, Office of, 28
- Room and Board, Cost of, 15
- Schedule of Classes, 31
- Scholarships, 16
- Scholastic Requirements, 30; Graduate School, 73
- Semester Hours, Value of Courses in, 90
- Service Organizations, 25
- Social Organizations, 25
- Special Education Preparation, 47

Specialist in Education, Admission, 12-13; see also 77-78

Speech and Dramatic Activities, 26

Speech Clinic, 23

Sports, 25

Student Activities Office, 21

Student Association, 23

Student Counseling Service, 21

Student Organizations and Activities, 23

Student Exchange, National, 33

Student Teaching, 47

Studies Abroad, 33

Summer Sessions, 27

Teacher Education Programs, 44

Teachers' Certificates, 28

Television Facilities, 20

Theatre Activities, 26

Thesis, 75

Time Limits, Graduate Programs, 74, 78, 79

Transfer Students, 10, 11

Tuition, 14

Unclassified Students, 10, 11

University Events, Office of, 21

University Foundation, 28

University Studies, 42

Veterans Services, 22

Veterinary Medicine, pre-, 49

Withdrawal, 31

Writing Center, 21

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